

BUSINESS EDUCATION WORLD

THE TYPING TEACHER AS A TECHNICIAN PAGE 11

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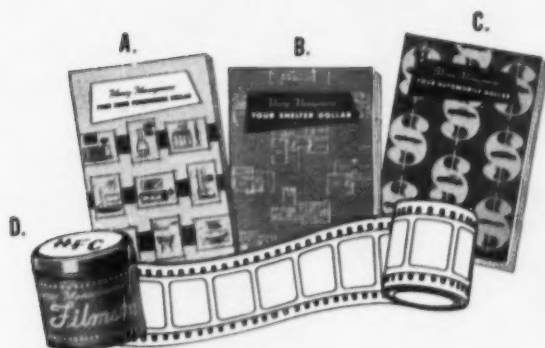
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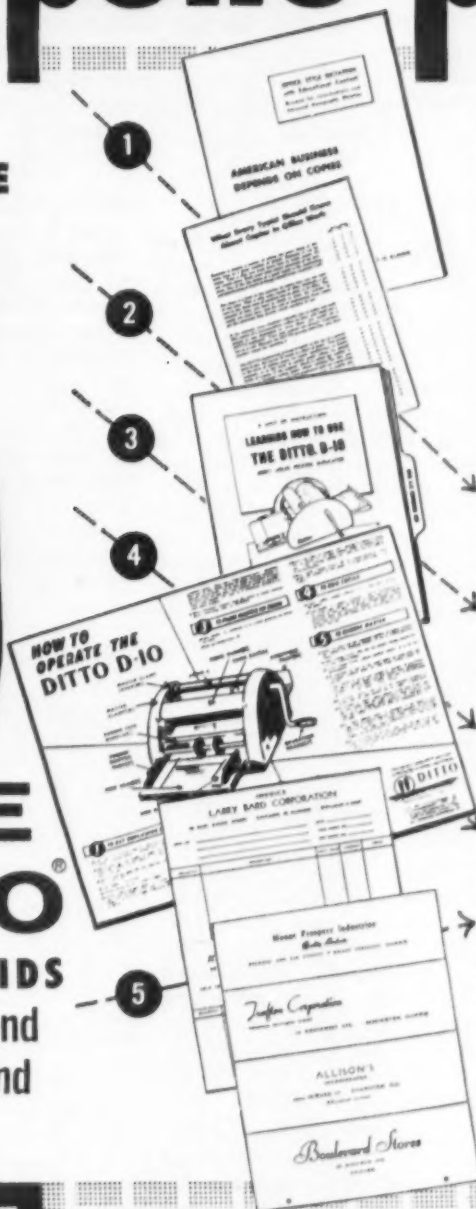
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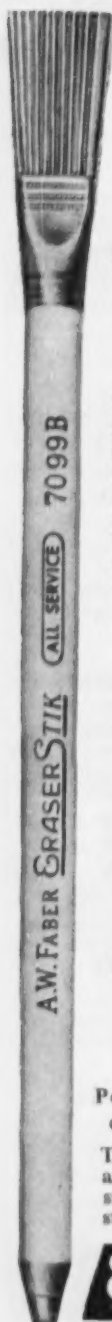
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SEND YOUR PROBLEMS and/or your solutions to other teachers' problems to Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, New York. Be sure to enclose a carbon copy. Our usual reminder: We're offering prizes of \$25 and \$15 for the two best solutions, and \$10 and \$5 for the two best problems received by May 1.

We have no new problems this month, but three of our readers have suggested these solutions for earlier problems:

SEPTEMBER PROBLEM (1)

I am the only business teacher in a small high school with an enrollment of approximately 85. I have three classes in typing and usually have about twenty students taking beginning typing and seven enrolled for the advanced course. The class periods are forty-five minutes in length. The school is located in a small rural community. A few students from each graduating class go on to college. Most of the girls are married within a year after they are graduated from high school. One or two members of each group work in an office or clerk in a retail store for a few years after they finish high school.

Here are the situations that take so much of my classroom time that I am forced to neglect speed building and omit several units that I feel should be taught. (Since I am considered a demanding taskmaster, I cannot assign more outside work than I now require.)

a. I sponsor the monthly school newspaper, which consists of four printed pages and three legal-size sheets of duplicated grade-school news. Since there is no journalism class, some of the writing and all the typing of copy for the local printer, as well as the cutting of stencils, are considered typing projects.

b. There are few duplicating machines in town, so the typing classes cut the stencils and duplicate the yearbooks for various church and civic organizations. The groups pay only for the supplies used, and the money is placed in the general school fund.

c. Various departments in the school look to the business students to type reports and papers. The drafts that they submit are often carelessly prepared and are frequently given to us only a few days before the fin-

ished product must be ready. I refused to accept some of these reports and had the unfortunate experience of having the teachers turn to some of my poorer students, who did the work without supervision. Then the rumor was circulated that the typing students certainly could not be relied on to do satisfactory work.

If you recommend that I drop some of these activities, how can I do it without getting an adverse reaction from the teachers and townspeople? How can I prevent having poor typing, done without my supervision, blamed on the business-education department?

ANONYMOUS

Suggested Solution

Dear Anonymous:

I think it wonderful that you realize a problem exists in your small school, where too much time is spent in duplicating and doing work for the teachers and community. In a similar experience which I had several years ago, I did not stop to think that office objectives were not being accomplished. My only consolation, as I look back upon the teaching of a similar group of advanced typists, is that we did benefit from such hidden values as pride of work, proofing, resourcefulness, initiative, group work, dependability, etc. However, I do believe I did introduce one good thing. I made each individual responsible for an entire page of the paper, including reporting, writing articles, setting up columns, doing the art work, cutting stencils, duplicating, etc. This procedure is not the accepted policy as far as duplicating a school paper is concerned, but my students did learn many things rather than one specialized area.

There are several things you might consider doing. First, I would talk to the principal and explain the problem to him, since his co-operation and

help are necessary. He should realize that your students are learning the skills of cutting stencils and duplicating, and that these are among the least frequently performed duties of an office. Your principal can help by presenting this problem at a teachers' meeting. Ask him to explain that to teach students properly, you must give them time to do a good job.

Teaching business education involves hard work and reflects on the business department when a mailable or office standard is adhered to. Try passing out a requisition form with proper explanations to each teacher. On this form, you would have the type of work to be done—carbon, process, or mimeograph—the number of copies, deadline date, and the signature of the teacher. Send a copy of this form to your principal so that he will know about the work involved. In the form, advise that at least two or three days' notice must be given in order that you be able to organize your class work and have the time to do a good job. Ask the principal to state that student help is not to be obtained except through this media, that there is to be no imposition on students' time, and that supervision necessary for all typing and duplicating is to be left to the typing teacher.

Another way the principal might help would be for him to schedule a class called Office Practice, or Machines, for which credit can be given in high school. However, if you have to maintain your present class setup (scheduling of extra classes is no easier in a small school than in a large one), then I would suggest the following:

1. Decrease the amount of work to be done:
 - a. Charge a small fee. However, I do not believe that this would work. I know small communities, and your job might be at stake.
 - b. Perhaps the school board could be convinced that the principal needs a part-time office worker who could do a certain amount of the teachers' work.
 - c. A process machine is not too expensive and might be placed at a strategic place so that it could be used by all teachers. They could do their own tests and materials in longhand and insure test secrecy, too. If you don't already own such a machine, then your students would be able to learn another skill, one which is used more frequently than the mimeograph in the business offices.

2. Another thought is to use the point system for duplicating, having students come in and work during their study hours. Again, this does not make good sense because you may not have the

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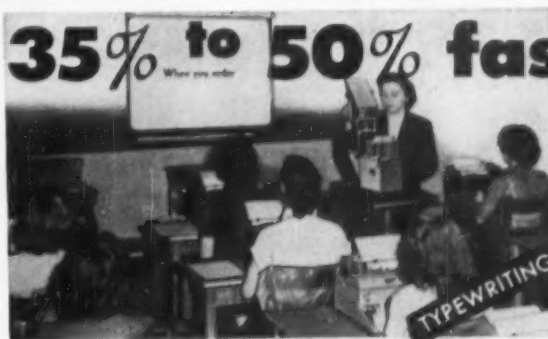
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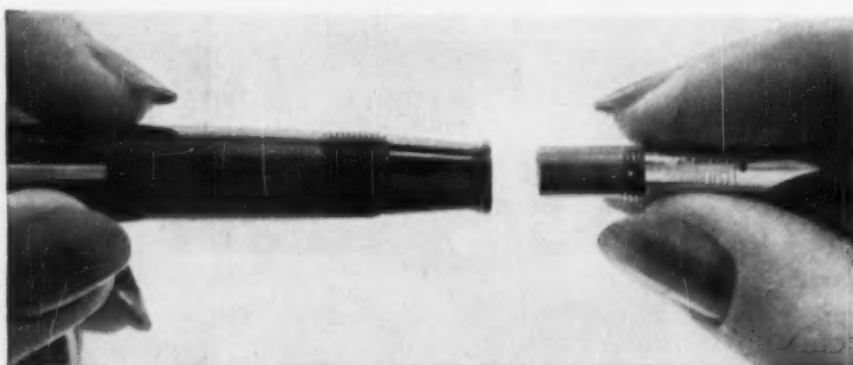
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room available for them, and some might become lazy and not do their portion of the work load.

3. Why not use the requisition plan and the page-a-person or one-half-page-a-person plan for the paper? Then go through the book and select only those items which you think are necessary for learning. Be sure to allow for repetition at different times and in different ways. Make a list of these items and have them duplicated. Likewise, make a list of ways to develop speed and accuracy, or refer to pages in the book or the drill book and duplicate them. These assignments and drills can be planned for each week, and you can precede them with teaching or introduction. For example, one week might be devoted to tabulation. You could teach or introduce this unit by working the class in unison, setting up a problem or two and later in the week timing them, giving your students more than one chance to raise their tabulation speed. By using the requisition slip, which gives a leeway of two or three days, and by using the method of equal duplicating assignments, you should have a little free time for some teaching and some speed and accuracy development. Also, by careful planning, you abbreviate the course so that it includes only essentials and so that your teaching is a pointed one. This eliminates a lot of useless practice and waste of time.

4. Do you use the office practice set, which has actual forms, is practical, and could easily be used in your second semester of typing instead of a book? It includes only 40 assignments, which would allow time for duplicating and other work. Students, however, would have an all-round typing experience and would lack only timed work, which could surely be squeezed into the program.

Did you realize that you might be accomplishing more than most schools are by having to streamline your teaching and making every minute count? After all, the best way to learn "chain feeding" is by actually typing envelopes which are to be mailed. Many schools are being cheated out of this realistic approach. Such a course also affords you the opportunity of developing personality traits that are ranked at the top of job qualifications and preferred by businessmen. Further evaluation might convince you that your accomplishments are far better than you realized and that you are blessed to have this extra teaching load. If utilized properly, blessings will surely come to you from students, teachers, and community alike.

MARIETTA CAIN
Anderson High School
Anderson, Indiana

BUSINESS EDUCATION WORLD

NOVEMBER PROBLEM

I have returned to teaching after an absence of ten years. I have noticed that the method of figuring the net words per minute in typing, as is recommended by the text that I use, is different from the method I formerly used.

My textbook recommends dividing the gross strokes by five to get the gross words, subtract number error, and divide by length of time to get net words. Formerly I penalized each error 10 words. I understand that state contests and employment agencies also penalize 10 words for an error. Which method should I follow and why?

PEARL ZEWE
Reserve, Louisiana

Suggested Solution

Dear Mrs. Zewe:

I believe that you will be happier in deducting 10 words for an error. I believe that deduction of 10 words per error tends to cause the typists to be more accurate. In the deduction of one word, the penalty is not great enough. My students concentrate much more when they know that 10 words are taken off for each error. Since one of our big problems in teaching typing is accuracy, I think this is one of the ways that will help us solve it.

Since a large percentage of our commercial students will enter contest or take employment tests some time during the next few years, they should follow the same method of figuring tests in high school that they will use later. Ninety per cent of my students work in a nearby city each year after graduation. Their advice to me is "Penalize your students more—teach them to be more accurate—it pays off in dollars and cents."

OPAL HEATHERLY
Rich Hill High School
Rich Hill, Missouri

DECEMBER PROBLEM

I have a problem in regard to teaching typing in a prison. I believe that a solution would be of value not only to me, but to scores of other teachers who teach in various types of institutions, and possibly in adult-education classes. The situation is this:

- My students are all adults, with a wide range of general intelligence, capabilities, and age.
- Many of the students have emotional problems that affect their classroom work.
- Absentees create a problem

(Continued on page 32)

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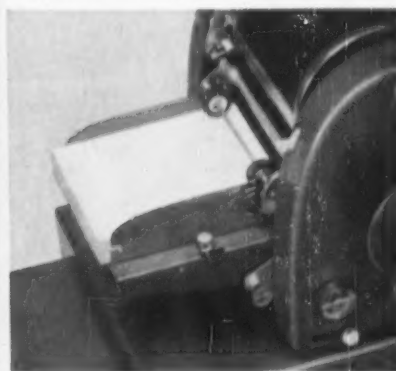


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MARY WITHEROW

Beaumont High School, St. Louis, Mo.

AS A STUDENT, I attended the classes of some really outstanding economists, political leaders, and community chairmen. But, without conscious effort on my part, I don't believe that I could have acquired even the amount of information needed for a "C" in their courses. What was the matter?

I think that these outstanding individuals had long since forgotten that the background information they so lightly took for granted was not available to everyone in the class. In other words, they did not know how to stand in the shoes of their students.

Have you ever, as you taught a beginning typing class, watched the fumbling attempts of the student who can't figure out why his paper won't go into the machine when the paper release is down? Have you seen him try to move the carriage to 10 when the marginal stop is set on 20? Have you looked on as he punched this or that, trying to release the shift lock, which he had accidentally hit instead of a key?

"Easy" Problems

These are easy problems, you say. That's just the trouble—we tend to minimize the student's problems. To him, these obstacles are big ones. We need to get down to his level of understanding. Problems that look big to him must not look too easy to us, or our sympathetic understanding will be tempered with disgust at his not having listened more closely to our directions.

Have you ever taught a beginning steno class and found a student unable to read a single word of a sentence from plate, even when the same sentence had been read in unison by the group only a few minutes

before? The next time it happens, before you lose your patience completely, try reminding yourself that every student in the room would really *like* to read every sentence correctly but simply can't. It would be so much easier for the teacher to read the sentence for the faltering student or let the "A" group read all the plate material; but patience demands that you give *everyone* a chance.

Standing in your students' shoes is just as vital in the more advanced business courses. In a system as large as the one in which I teach, students in Type 3 have often had two different typing teachers already. You may be in the same situation. If, on the first assignment, one of your new students forgets to center the name, date, room, and period in just the way you prefer that it be done, are you right in giving him a zero? Have you forgotten what it was like to sit in the rooms of seven different teachers during a day and try your hardest to adjust your personality to please each of them? After all, when the student begins his first business job, he will have to be shown the exact form and style that the company prefers—and it would be a cruel boss who wouldn't allow a little time for orientation.

There are, of course, many factors that make it difficult for us to stand in the shoes of our students. Teenagers have problems that we have long since forgotten, or for which we have found satisfactory adjustments. But I think that we might be just a little more particular about our grooming, temper, understanding, patience, and even explanations—if we could stand in our students' shoes. It would make us better teachers.

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THE TYPING TEACHER AS A TECHNICIAN

*A series of four articles
of basic typing skill,*

*on the development, protection, correction, and refinement
by ALAN C. LLOYD, Editorial Consultant to BEW*



1. the
care
and
feeding
of good
typing technique

THE TYPING teacher is the dominant figure in the classroom. His primary job is to teach the student to type. He is the one who is responsible for the student's typing skill. He is the one who is responsible for the student's typing speed. He is the one who is responsible for the student's typing accuracy. He is the one who is responsible for the student's typing posture. He is the one who is responsible for the student's typing health. He is the one who is responsible for the student's typing future.

He is the one who is responsible for the student's typing success. He is the one who is responsible for the student's typing achievement. He is the one who is responsible for the student's typing excellence. He is the one who is responsible for the student's typing greatness. He is the one who is responsible for the student's typing glory. He is the one who is responsible for the student's typing honor. He is the one who is responsible for the student's typing fame. He is the one who is responsible for the student's typing fortune. He is the one who is responsible for the student's typing destiny.

He is the one who is responsible for the student's typing life. He is the one who is responsible for the student's typing love. He is the one who is responsible for the student's typing joy. He is the one who is responsible for the student's typing peace. He is the one who is responsible for the student's typing happiness. He is the one who is responsible for the student's typing fulfillment. He is the one who is responsible for the student's typing meaning. He is the one who is responsible for the student's typing purpose. He is the one who is responsible for the student's typing destiny.

(Continued on next page)

performed correctly in the act of operating a typewriter.

So the teacher must know what the motions are and when they are made correctly or incorrectly. He must know how to encourage, direct, and — especially — protect their proper growth and development.

Just as a doctor must know not only all about good health but also about poor health, so the typing teacher must know the probable incorrect habits and movements to which any learner is prey, their symptoms and causes and remedies.

Let's review the teaching skills and tools in helping students develop good typing technique. And let us start by defining—

What We Mean by "Technique"

For most of us, *technique* has two meanings — general and specific.

In a general sense, *technique* denotes the whole manner of operating the machine; it is basic skill. We say a student has "good technique" or "only fair technique."

In a specific sense, *technique* denotes the habits and motions used in a particular operation. We speak of "backspacing technique" and "paper-insertion technique."

Technique (singular, general) consists of a hundred and one techniques (plural, specific). As used here, it concerns everything that affects how students type.

It is impossible to exaggerate—

The Importance of Technique

Good technique is the main source of accuracy; poor technique is the basic cause of most typing errors. *Moral:* If students make too many errors, concentrate on technique.

Good technique is the foundation of typing speed; poor technique is a permanent barrier to speed. *Moral:* If students are unable to gain speed, concentrate on technique.

Good technique is the wellspring of good production; poor technique (the cause of inaccuracy and the brake on speed) prevents the attainment of good production rates. *Moral:* If production rates are low, concentrate on technique.

The development of good technique is the fundamental purpose of any typewriting course — beginning and advanced. It is the reason for having the course, for offering it. All the rules (word division, quotation-mark sequences, punctuation spacing, etc.)

are meaningless to one who cannot operate the machine. All the information about arrangement of material is insignificant if one cannot typewrite efficiently. *Moral:* Nothing in a typing course outweighs the development of technique, and nothing must be allowed to interfere with its development.

Basic technique is so important, in fact, that any teacher who increases the attention his class devotes to it will see—like magic—a corresponding and proportionate improvement in all-over performance by the entire class.

It's a good thing, then, that—

Technique Keeps Changing

At first thought, it might seem unfortunate that typing technique does not "stay put," that a procedure once learned cannot be checked off, "done!" But it is a good thing.

The first attempt at any new procedure is awkward; even after much drill, it may still be inept. It would be disastrous, then, if a student's skill "froze" at a low performance level. In the fluidity of technique lies the possibility of improving and developing it.

And technique does change — for better or worse — under the steady bombardment of typing practice. Of the many forces that effect change in technique, here are some that the teacher can and should control:

1. THE FOG OF DISTRACTION.

Yesterday, perhaps you made quite a point of "feet on the floor"; but today, half the students have their feet hooked around the chair legs. Why? In their effort for speed (or whatever the moment's goal is), they forgot about foot position.

Such distraction is constant. It is created by new goals. "This is a rhythm drill," says an instructor; "try to type very evenly." Students do try; they think of little else; so, they slur their capital shifts, bang the carriage return too hard, violate a dozen other technique elements to attain the new goal. The distraction would not have come about if the teacher had said, "This is a technique drill, class, in which — in addition to typing *well* — you get practice in typing with a very even, very rhythmic touch."

Moral: Students need constant reminder of their basic technique.

2. THE STRAIN OF DURESS.

Duress hampers technique growth and may even slash it back.

HERE IS A SAMPLING OF

LESSON PLANS, Week of February 24 to 28				
Teacher: Ruth Hanna Course: Typing I				
TIME	Monday	Tuesday	Wednesday	Thursday
Gen. Lesson	L 26	L 27	L 28	
Gen. Topic	Handwriting	Handwriting	Handwriting	
Gen. Drill	Handwriting	Handwriting	Handwriting	
Motivation	Handwriting	Handwriting	Handwriting	
Schedule	CC 22	CC 22	CC 22	
AB + 21				

LESSON PLAN that specifies techniques to be stressed results in their getting the attention that they need

Carriage Return				CP 11	Paper	Eyes on Copy	
CR	CP	P	E	CR	CP	P	E
CR	CP	P	E	CR	CP	P	E
CR	CP	P	E	CR	CP	P	E

SEATING CHART (on which each "seat" is marked in four parts) makes flexible form for use in inventorying techniques.

Fatigue, one kind of duress, has a murderous effect on technique. It induces sloppy carriage returning, poor stroking, lifting the eyes from the copy, slumping, etc. Any practice that brings the student to the fatigue stage (overlong exercises and timed writings, for example) simply gives drill in bad technique and is to be avoided like plague.

Stress on extreme accuracy or speed is another kind of duress. To demand perfect copy is to encourage hesitant, poor stroking. To demand a higher speed without providing easy copy (to make speed easy to accomplish) encourages a rash of wild, random, damaging motions.

Grading, too, is sometimes a duress. Any grading plan in which the grade tumbles a notch with each new error creates a strain that is risky to good typing technique.

Moral: The teacher must protect technique from stress and strain.

3. NEGLECT THROUGH OVERSIGHT.

Not using a particular technique when one could and should undermines it terribly. Yesterday, you taught the use of the shift lock in capitalizing a heading; today you see

BASIC TECHNIQUE-DEVELOPMENT TOOLS OF THE TYPING TEACHER

TECHNIQUE CHECK LIST

What to Watch for	Good	No-Go	Poor
1. ARMS almost motionless, very steady . . .			
2. BACK straight, leaning forward slightly . . .			
3. BELL reacted to without looking up . . .			
4. BODY squarely centered on letter J . . .			
5. CARRIAGE returned without looking up . . .			
6. COPY at the right, propped up at top . . .			
7. ELBOWS relaxed, loose, close to body . . .			
8. EYES steady, always on the copy . . .			
9. FEET both squarely on the floor . . .			
10. FINGERS curved, never straightened out . . .			
11. HANDS close together (could lock thumbs) . . .			
12. HANDS flat across backs, off machine . . .			
13. HEAD held erect, turned toward the copy . . .			
14. MACHINE completely adjusted for work . . .			
15. NECK straight (not bent or craned) . . .			
16. POISE unruffled; no growls, no frowns . . .			
17. RHYTHM, obvious effort for continuity . . .			
18. SHIFTING smooth, quick recovery . . .			
19. SHOULDERS erect, back, but relaxed . . .			
20. SPACE BAR hit with bounce-off strokes . . .			
21. STROKING crisp, brisk, decisive . . .			
22. TABULATOR used for all indentations . . .			
23. THUMB (right) hovers above space bar . . .			
24. WRISTS kept level (no arch, no dip) . . .			

TECHNIQUE CHECK LIST, like this one reproduced from *Sustained Timed Writings* by Grubbs and White (Gregg: 1958), should be duplicated for each student and used for systematic checking for weaknesses and their correction.

students capitalize a company signature letter by letter — they do not note that the shift lock is useful in both instances.

So, they (a) lessen their confidence in the utility of the shift lock, (b) get practice in the wrong technique, and (c) miss a chance to practice in a meaningful situation.

Moral: Specific techniques must be refocused each time they apply.

4. NEGLECT THROUGH DISUSE.

A week with no number practice results in an appalling drop in number control. Don't talk about faulty shifting for a while, or pay little attention to the eyes or hands or posture or any other element of technique — and watch how rapidly it deteriorates.

Moral: So important is it to keep every element of technique bright with use that the teacher is charged with constant inventorying — and that means, inescapably, the use of technique check lists by both himself and his students.

5. NEGATIVE PRACTICE.

Practicing something incorrectly is ruinous to doing it correctly.

Let a boy in the back of the room

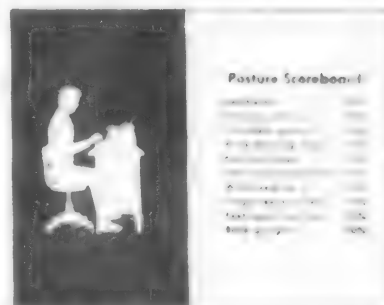
"get away" day after day with resting his wrists on the frame of the machine, and it is possible that you may never get his wrists raised.

Let a student continue to look up "to see how I'm doing," and he can quickly develop a permanent flaw in his typing technique.

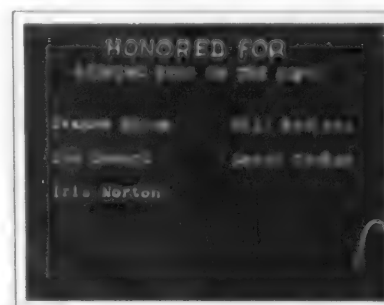
It is ironic that, although good technique cannot be stabilized and fixed early in the typing course, poor technique seems to have no such limitation. Poor technique can become so frozen that it takes the equivalent of dynamite to blast it out of a student's habit pattern.

Typing students must be under constant scrutiny, close up. They cannot be left to "go ahead with your assignment, class"; for it is in unsupervised moments that poor technique gets started and builds its ramparts. Nor can the teacher, whether sitting or leaning or standing, park in the front of the room and expect to detect the posture changes, the poor wrist movements, the faulty fingering, etc., that can go on, getting worse and worse, in the back part of the classroom.

Moral: The teacher's inventory of his class must be so constant, so con-



POSTERS, like this one based on textbook illustration, keep students "technique conscious," as they should be.



HONOR ROLLS, chalked on a sideboard and used for a week at a time, draw students into technique effort.

tinual, so detailed, so close-up, so thorough that poor technique is caught and razed before it jells. Poor technique is a student's flaw but a teacher's fault.

6. SKILL DEVELOPMENT.

The general upgrading of skill from month to month brings about changes in basic technique, too. A 60-word-a-minute pace has a different impact on the capital shift, returning of the carriage, etc., than does a pace of 25 wpm.

The impact is likely to be wholesome, tending to speed up all motions; but higher skill levels have technique hazards all their own.

A speedy typist can easily become a sloppy typist (which accounts for the errors that accompany any sustained speed drive) whose work reveals poor capitals, light letters, word omissions, and scores of other burrs, each of which must be drilled out of the student's typing pattern before his speed is usable.

So, technique development requires as much attention in advanced typing as in introductory—perhaps more. A fourth-term student faces situations that strain his skill (longer

exercises, longer timings, distracting problems, etc.) much more than does the work of the first-term student.

The great fallacy of today (one that accounts for the meagerness of skill growth in advanced typing) is the belief that little or no attention need be given to technique in advanced courses. To the contrary, the more a student advances, the more important technique is. Jamming keys costs a 25-wpm typist very little; it costs a 70-wpm typist a great deal.

Moral: There can be no letup in attention to pure typing technique. Instead, from first day to last, the teacher must make full use of—

The Teacher's Resources

To guard against the foregoing technique risks (and there are others, such as physical limitations, emotional disturbance, machine faults, etc.) the teacher has many tools, most of which can be brought to bear either singly or collectively.

Here is a summary of a few of them, with indication of when each may be used and, in some cases, how.

RESOURCE 1: LESSON PLANS.

The best safeguard for assuring that adequate attention is given to basic typing technique is to provide for it in the daily lesson plan. A well-devised plan will provide for three technique notations:

1. *New techniques*, involved in the new learnings of the lesson, to be presented and taught formally.
2. *Familiar techniques*, involved in the new learnings of the lesson, to be reviewed thoroughly.
3. *Follow-up techniques*, to be given attention as a follow-up to a recent presentation or as a necessary step in general improvement.

For example, the day the first tabulation problem is presented, technique notations will include:

1. *New*: Backspacing to center a whole table, tabulating across the paper, spacing after headings.
2. *Familiar*: Clearing and setting tab stops, using the tabulator, backspace-centering a title.
3. *Follow-up*: Returning carriage without looking up, capitalizing, number-key stroking, and maintaining whatever posture element is the center of current interest.

Whether this 1-2-3 plan is used or not, this is true: *Some* specific plan for technique development belongs in every lesson plan.

RESOURCE 2: SEATING CHART.

Since no period of instruction is complete without person-by-person checks of every student, the teacher needs a device that expedites this daily inventory. Such a device is the duplicated seating chart.

By duplicating a quantity of the charts, on which large blocks represent each typing station, the teacher has a form that can be used to check students off, one by one, as they are observed for whatever techniques are under scrutiny.

"Oh," says the experienced teacher, "I can do that without a tally sheet—I just look around the room and see what is right and wrong."

Unfortunately, test after test shows it is not so. The teacher, even an experienced one, may start to verify that students are, say, backspace-centering with the *thumb* (as they should for sustained backspacing); but he notes a student who has lost the place, one sitting incorrectly, one jamming keys—and the first thing the teacher knows, the period is gone, the tally unfinished.

Some teachers wait until the roll is set before duplicating the seating chart, in order that they may insert students' names on it. *Not* recommended. You will doubtless have to shift some students, which makes the chart confusing to use; besides, you need the chart right away, beginning with Lesson 2.

Be sure to provide space on the form to write in the techniques you are checking; if you don't write them down, you will forget what you are checking (believe me!).

Use a code of your own; thus CR—might mean poor carriage returning, or EC+ might mean a student keeps eyes on copy very well. This way, you can tally four or five techniques on one chart in one period.

RESOURCE 3: TEXT MATERIAL.

There is no lack of material for technique development. Most publishers in this field offer books of power (technique) drills and timed-writing copy. Texts themselves have:

1. *Loaded Drills*: See the index of your textbook; it probably refers you to every kind of drill from a posture checkup to practice in backspacing or tabular-key control.

2. *Warmups*: Most lessons include warmup (or "conditioning practice") drills to review techniques pertinent to the lesson's work.

3. *"Drive" Lessons*: Most books feature "skill drive" lessons that focus exclusively on technique.

4. *Paragraph Copy*: Thousands of lines of paragraph material appear in today's textbooks, weighted for extra values (examples: easy words, for speed; alphabet coverage, for accuracy development) and often previewed by drills arranged in patterns for special technique value.

Such materials can be used and reused many times. Keyboard drills, for example, can be used not only to learn keys but also to review them, to refresh students' minds after a long layoff, to develop speed on easy copy, to establish rhythm, to develop typing on an easy word level, and so on. Today's textbooks reinforce technique emphasis, as they should.

RESOURCE 4: CHECK LISTS.

Another basic tool of technique instruction is the check list. Many appear in today's literature. One list of 24 items appears on page 13. Another of 50 items recently appeared in *Business Teacher* magazine. (Alan C. Lloyd, "Six Steps to Better Typewriting Techniques," April, 1957, page 10.) Most textbooks include lists of some kind, in either the texts themselves or companion workbooks.

The teacher needs two kinds of technique check lists:

1. *Short ones* to be in students' hands for occasional sustained technique drives. Pattern of use: The student tallies himself on each of the dozen or so items on the list; has a classmate check him, too; totals the two inventories to find his weak points; and, for a week or two, includes in his daily warmup special drills to correct the weaknesses.

A follow-up or re-use of the list lets him note his growth and the next technique to be developed.

2. *Long ones*, as detailed as possible, for the teacher's own use. There are two patterns of use: (a) When dealing with a problem learner, the teacher checks him on every item on the list to find the whole roster of techniques in which he is deficient. (b) When selecting techniques to be incorporated in his daily lessons, the instructor will welcome a resource list of techniques to guarantee him variety and a degree of comprehensiveness.

RESOURCE 5: HONOR ROLL.

Students will strive in any direction

(Continued on page 75)

OPAL HEATHERLY

Rich Hill (Missouri) High School

BACK IN THE FALL of 1955, our 70 very active business students felt the need to work with a national organization. We decided to organize a Future Business Leaders of America club.

Every one of the business students joined the club. They worked together on the initiation (which took the form of a Bum's Ball), installation of officers (featuring a speaker from NOMA in Kansas City), and their one money-making event of the year.

I have found, as have other business teachers, that some very good business students have not taken part in any extracurricular activities. To these students, the FBLA offered an ideal medium for interests that had found no outlet before.

Shortly after we had organized, the students began to investigate the possibility of earning FBLA degrees. After studying the FBLA rules, we decided that one way we could earn our degrees and, at the same time, help our community—as well as ourselves—was to give one period a day,

or the equivalent, to an overworked teacher, minister, or organization. We found many "employers" who welcomed the idea, and a sizable group of students was soon busily at work.

The results were quickly apparent. Students became more careful in their work; increased accuracy reflected their new sense of responsibility. At the end of the year, their employment tests showed a decided improvement over those of previous years; and the students who had participated in the additional training received the best positions. The people for whom they worked were glad to recommend them. We have found that, besides improving students scholastically, working for FBLA degrees has revealed hidden talents and abilities and has brought into the limelight some students who had never been there before.

Every nine weeks, we send out a report sheet on which we ask teachers to list the number of periods a student has worked, the kind of work the student did (dictation, letters, tests, stencils, or other work), the quality of his work (excellent, above average, average, below average), and the strong and weak points of his work.

In our next office-practice session, we use these criticisms as a basis for a discussion of ways of correcting errors. Also, we make two copies of each report—one for the student's file in the principal's office and one for the commercial department.

Our department has shown a great improvement. Not only do we produce a higher quality of work, but our students show more interest. And a student's experience as a secretary to teachers enables him to add many new elements to the class discussion.

We have found that the work our students do for townspeople promotes a better feeling between the school and the community. For instance, several students have worked for ministers who, in turn, have taken a personal interest in them and have helped them make decisions concerning college and careers. Many businessmen in our town and neighboring towns—and even in Kansas City—cooperate with our students in every way. They even call friends to help with the employment problems of "that difficult one who can't find just the right job," because they know that our students have received extra training through our FBLA program.

OUR FBLA CLUB HELPS EVERYBODY

The students, the department, the school, and the community all benefit

FBLA STUDENTS Gene Stryker (president of Rich Hill's club) and John Kassner give extra time to help Rev. Dean Hay, Presbyterian minister, who has no secretary.



REVIEWING BRIEF FORMS WITH THE TACHISTOSCOPE



One experimenter's results indicate flash viewing's promise as a shorthand technique

LOUISE J. ORNER, Oregon State College, Corvallis

WOULD YOU LIKE to review all the brief forms in nine class periods, using approximately nine minutes of each period, and see your students show a definite improvement in accuracy and penmanship? I believe that it is possible to achieve this by using the tachistoscope and its brief-form slides.

Many of the students who enroll for the fall term in the second-year stenographic program at Oregon State College have not used their shorthand all summer. I was searching for some effective method to review brief forms and, at the same time, build up shorthand and transcription speed. I decided to check the effectiveness of the tachistoscope in an advanced shorthand class.

Dr. Fred E. Winger, professor of secretarial science and business education at Oregon State, had used the tachistoscope very effectively in his typing classes and encouraged me to try the shorthand slides in my applied-stenography class. Somewhat reluctantly, I decided to use them to review brief forms. I was amazed at the results I obtained in a short period of time.

There were 47 students enrolled in my class, which met three days a week for a two-hour period. On October 1, 1956, I dictated the 184 brief forms (nine

and one-half minutes for dictation, fifteen minutes for transcription). The papers were checked but never returned to the students. (As a matter of fact, they were not checked until the end of the term; therefore, I didn't know which words had been missed, nor did I have an opportunity to emphasize or drill on any specific outlines.)

The results of the dictation were quite surprising. The number of incorrectly written outlines was 1,173.

Then I began my experiment with the tachistoscope. The class was never aware that an experiment was being conducted; as far as they were concerned, we were just carrying out another typical classroom procedure in applied stenography.

Here's how the experiment was conducted:

October 3: First tachistoscope presentation. Flash meter was set for the time exposure. All slides (10) were presented and discussed in regard to placement, size, etc. Time: 14 minutes.

October 5: Slides 1-3 were presented. Flash meter was set at 1/10 second. Students called out outlines and transcribed (at the typewriter) as many as possible until "stop" command was given. Time: 9 minutes.

October 8: Slides 4-6 were presented. Same procedure as preceding session. Time: 7½ minutes.

October 10: Slides 7-10 were presented. Same procedure as preceding session. Time: 7 minutes.

October 12: Slides 1-4 were presented. Flash meter was set for time exposure. Students wrote in shorthand ("spotting" the outline) as many times as possible. Time: 4½ minutes.

October 15: Slides 5-10 were presented. Flash meter was set for time exposure. Same procedure as preceding session. Time: 6¼ minutes.

December 3: All slides were presented. Flash meter was

(Continued on page 31)

REQUIREMENTS BUSINESS TEACHER STATE CERTIFICATION,

HELEN M. SMITH, CPA

CERTIFICATION OF TEACHERS is a state function administered by the several states' departments of public instruction or boards of education. It is a part of the process of providing education for the public. In order to fulfill their public trust, these state educational agencies must provide for qualified teachers who can attain the minimum levels of general, professional, and specialized standards of preparation. Periodic re-evaluation of the standards by reviewing, testing, and revising is necessary so that the requirements retain their professional character.

Progressive leadership in revisions of standards undertaken by a few states to improve conditions within their own borders, exert a national influence. For instance, the higher qualifications extended beyond their original confines. Evidence of this tendency is the fact that in the past ten years several state departments of public instruction have revised their certification requirements upward even in the face of teacher

shortages. Evidence of the effect of this consciousness of standards on contiguous states is the existence of reciprocity agreements between each of the New England states, New York, and New Jersey; the reciprocity agreement of the Central States Conference of state departments of education; the reciprocity plan adopted by Louisiana (which becomes effective when other states adopt the plan); and the endorsement of out-of-state certificates by Idaho for a period of one year under certain conditions.

In assessing certification requirements for the business teacher, these questions arise:

How much formal education should the business teacher have? How much specialized training? How much practical business experience?

Let's consider these aspects one by one.

Formal Education

Regular licenses to teach high school commercial subjects are issued on the basis of a four-year college curriculum. In some states, because of the critical shortage of teachers, emergency certificates are issued, but teachers holding these certificates are required to meet the standards as rapidly as possible.

Aside from the special regulations imposed by local school boards, a survey of the formal educational standards required ultimately of the commercial teacher, as specified by the state departments of public instruction (including the District of Columbia), gives the following picture:

	No. of States	Per Cent
Bachelor's degree	1	26
Bachelor's degree plus 3 to 10 semester hours of post- graduate work	14	29
Master's degree or 30 semester hours of graduate work	22	45

As the number of college students preparing for teaching is on the increase, it is evident that the raising of certification standards has not lessened the attractiveness of teaching for college graduates. And the states with higher standards are preparing more teachers in proportion to their replacement needs than are the other states.

Specialized Training

Thirty-two of the states specify either a major or a minor in business education. The hours of study for a commercial major, stated in semester hours, are

Semester Hours	No. of States	Semester Hours	No. of States
48	3	32	2
45	2	30	10
40	4	26	1
39	1	24	11
36	5	15-20	8
34	1		
		Total	49

Most frequently mentioned were 30 and 24 semester hours of study. 37 per cent of the states specified more than 30 semester hours in the commercial field. Eight states listed 15 to 20 semester hours as sufficient. A few of the states tend to rely on the requirements of the accredited teacher-training institution rather than state specific regulations.

Practical Business Experience

Only five states mention requirements for practical business experience for commercial teachers. Several state boards of education stated that such experience was "preferred" or "desirable," but not a condition for certification.

In the light of such a paucity of business-experience requirements, the question might be asked, "How good is a teacher who does not have first-hand experience on which to base his teaching?" The retort frequently heard—that business teachers generally spend some of their summer vacations in part-time office occupations—does not take into account the fact that a supervised internship program has greater value than the normal type of work that the teacher is able to secure for such a short period of time as a summer vacation. Seminar discussions, job analyses, employer rating and evaluation reports make a work-experience program of special educational value to the business teacher. Courses of this type are now being offered for graduate credit on campuses near urban centers.

FOR PRESENT STATE REGULATIONS, TURN PAGE

BUSINESS EDUCATION WORLD

NAME	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988	1988-1989	1989-1990	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	2035-2036	2036-2037	2037-2038	2038-2039	2039-2040	2040-2041	2041-2042	2042-2043	2043-2044	2044-2045	2045-2046	2046-2047	2047-2048	2048-2049	2049-2050	2050-2051	2051-2052	2052-2053	2053-2054	2054-2055	2055-2056	2056-2057	2057-2058	2058-2059	2059-2060	2060-2061	2061-2062	2062-2063	2063-2064	2064-2065	2065-2066	2066-2067	2067-2068	2068-2069	2069-2070	2070-2071	2071-2072	2072-2073	2073-2074	2074-2075	2075-2076	2076-2077	2077-2078	2078-2079	2079-2080	2080-2081	2081-2082	2082-2083	2083-2084	2084-2085	2085-2086	2086-2087	2087-2088	2088-2089	2089-2090	2090-2091	2091-2092	2092-2093	2093-2094	2094-2095	2095-2096	2096-2097	2097-2098	2098-2099	2099-2100	2100-2101	2101-2102	2102-2103	2103-2104	2104-2105	2105-2106	2106-2107	2107-2108	2108-2109	2109-2110	2110-2111	2111-2112	2112-2113	2113-2114	2114-2115	2115-2116	2116-2117	2117-2118	2118-2119	2119-2120	2120-2121	2121-2122	2122-2123	2123-2124	2124-2125	2125-2126	2126-2127	2127-2128	2128-2129	2129-2130	2130-2131	2131-2132	2132-2133	2133-2134	2134-2135	2135-2136	2136-2137	2137-2138	2138-2139	2139-2140	2140-2141	2141-2142	2142-2143	2143-2144	2144-2145	2145-2146	2146-2147	2147-2148	2148-2149	2149-2150	2150-2151	2151-2152	2152-2153	2153-2154	2154-2155	2155-2156	2156-2157	2157-2158	2158-2159	2159-2160	2160-2161	2161-2162	2162-2163	2163-2164	2164-2165	2165-2166	2166-2167	2167-2168	2168-2169	2169-2170	2170-2171	2171-2172	2172-2173	2173-2174	2174-2175	2175-2176	2176-2177	2177-2178	2178-2179	2179-2180	2180-2181	2181-2182	2182-2183	2183-2184	2184-2185	2185-2186	2186-2187	2187-2188	2188-2189	2189-2190	2190-2191	2191-2192	2192-2193	2193-2194	2194-2195	2195-2196	2196-2197	2197-2198	2198-2199	2199-2200	2200-2201	2201-2202	2202-2203	2203-2204	2204-2205	2205-2206	2206-2207	2207-2208	2208-2209	2209-2210	2210-2211	2211-2212	2212-2213	2213-2214	2214-2215	2215-2216	2216-2217	2217-2218	2218-2219	2219-2220	2220-2221	2221-2222	2222-2223	2223-2224	2224-2225	2225-2226	2226-2227	2227-2228	2228-2229	2229-2230	2230-2231	2231-2232	2232-2233	2233-2234	2234-2235	2235-2236	2236-2237	2237-2238	2238-2239	2239-2240</
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REQUIREMENTS FOR BUSINESS TEACHER CERTIFICATION, STATE BY STATE (continued)

[illegible]

NORTH CAROLINA

Agriculture

10 separate fields

10 separate fields

10 separate fields

10 separate fields

10 separate fields

NORTH CAROLINA

Agriculture

10 separate fields

10 separate fields

10 separate fields

10 separate fields

10 separate fields

OHIO

Agriculture

10 separate fields

10 separate fields

10 separate fields

10 separate fields

10 separate fields

OKLAHOMA

Agriculture

10 separate fields

10 separate fields

10 separate fields

10 separate fields

10 separate fields

OREGON

Agriculture

10 separate fields

10 separate fields

10 separate fields

10 separate fields

10 separate fields

PENNSYLVANIA

Agriculture

10 separate fields

10 separate fields

10 separate fields

10 separate fields

10 separate fields

TEXAS

Agriculture

10 separate fields

10 separate fields

10 separate fields

10 separate fields

10 separate fields

VIRGINIA

Agriculture

10 separate fields

10 separate fields

10 separate fields

10 separate fields

10 separate fields

12 REQUIREMENTS FOR CERTIFICATION (continued)

STATE	TYPE	CERTIFICATE	TERM	UNITS OF STUDY			GRADUATE WORK REQUIRED
				EDUCATIONAL MAJORS	MINIMUM SEPARATE HOURS TO BE ACQUIRED IN MAJOR	RELATED BUS MAJORS	
				REQUIREMENTS	ACCOUNTING	RELATED BUS MAJORS	
SOUTH CAROLINA	Secondary	5 years, renewable for 5 years		Major or at least minor of 15 semester hours	5 semester hours	5 semester hours	6 semester hours
	Professional	5 years, renewable		See separate fields	21 quarter hours (plus 27 quarter hours endorsement in general business)	15 quarter hours	30 quarter hours
	General	7 years, renewable		See separate fields	21 quarter hours (plus 27 quarter hours endorsement in general business)	5 quarter hours	30 quarter hours
	Advanced	10 years, renewable		See separate fields	21 quarter hours (plus 27 quarter hours endorsement in general business)	15 quarter hours	30 quarter hours
TEXAS	Permanent Provisional	Life		36 semester hours	15 semester hours	5 semester hours	12 semester hours
	General Secondary	5 years, renewable		60 quarter hours	18 quarter hours	18 quarter hours	6 quarter hrs. grad. courses or 7 1/2 quarter hrs. upper division courses
VIRGINIA	High School Professor	5 years		Teacher education courses are approved in lieu of prescribed basic minimum requirements			4 semester hours or other post-grad. activity
	College Professor	10 years, renewable for 10 years		45 semester hours	15 semester hours	12 semester hours	6 semester hrs. plus reading course or 8 semester hours
	Postgraduate Professor	10 years, renewable for 10 years		45 semester hours plus master's or doctor's degree	15 semester hours	12 semester hours	6 semester hrs. plus reading course or 8 semester hours
WASHINGTON	Secondary	3 years		30 quarter hours, plus one additional year of college work	(30 quarter hours in subjects regularly offered in secondary school)		
	Standard Secondary	During teaching period and 5 years after		30 quarter hours, plus one additional year of college work	(30 quarter hours in subjects regularly offered in secondary school)		
WEST VIRGINIA	High School High School	5 years, renewable for 5 years		(See separate fields)	24 semester hours	24 semester hours	6 semester hours
	Standard	5 years, renewable for 5 years		24 semester hours	10 semester hours	6 semester hours	5 semester hours grad. work or 6 semester hours undergrad. work
WISCONSIN	Standard	5 years, renewable for 5 years		24 semester hours	10 semester hours	6 semester hours	5 semester hours grad. work or 6 semester hours undergrad. work
	Professional	Permanent		24 semester hours, plus master's degree	10 semester hours	6 semester hours	5 semester hours grad. work or 6 semester hours undergrad. work

NOTE: Experience may be accepted in lieu of credit if approved by college.

ALSO REQUIRED for both certificates: 9 months of practical experience.

FROM THE DESK OF:

Ruthetta Krause

Indiana State Teachers College,
Terre Haute

10 WAYS TO MAKE DUPLICATING MORE FUN

Model lessons aren't enough; outside orders are often burdensome. Classroom projects can be both practical and enjoyable

DO YOU FIND your stenciling class loaded with so many orders that you feel like saying, "No, I, for one, don't need any more stencil work for my students!"? Most of us have found that when we offer our students' duplicating services to the department, the entire school, and sometimes outside organizations, the number of stencil requests is almost more than we can manage. On the other hand, doesn't such outside work encompass the variety of jobs we'd like our students to practice?

Whether it is a separate course or part of another course, your stencil class should go well beyond the typing of ordinary copy and the tracing of model lessons from an instruction book. If there is time to cover more than the fundamentals, your students should be given a variety of jobs to perform rather than merely repetitious practice. Their learning should be made practical and fun at the same time.

It is undoubtedly helpful to the beginner to have a planned layout of illustrations and copy that he merely traces and types. The acquisition of skill in doing this is certainly basic. I repeat, however, that we should also include assignments that give the advanced student broader practical experiences. Here are 10 such ideas:

1. **LAYOUT DESIGN.** One of the simplest ways to "get the student on his own" is to assign him to produce announcements of coming events at school. The attractive combination of copy and illustrations involves basic principles that the student does not necessarily acquire when tracing model lessons. His attention must be directed to certain features important to good layout. The teacher will find "Modern Mimeographing Handbook" (an A. B. Dick publication), or a similar reference, helpful in this context, even though it is not in the hands of the students. Of course, the

number of school activities to be publicized is vast: athletic events, school plays, club meetings, dances, etc. These announcements may be of different sizes, but the majority will probably be 8½ by 11 inches.

2. **CARDS.** Each student needs more than an incidental acquaintance with mimeographing cards, because some of the differences prove a little more difficult than does working with 8½ by 11 paper. Cards have many uses. Frequently forms must be printed on cards that are to be filed in the school office. The work may also include postal cards sent out to announce meetings; or they may serve as enclosures in other mailings.

3. **FOUR-FOLD BULLETINS.** Many requests ask for this format. They include programs (such as for school plays), conference schedules, bulletins, reports, etc. You might use such a folder to acquaint school patrons with the work of your department.

(Continued on page 30)

Let's Teach the HO

WE NEED GO only as far as the nearest department store to discover that the quality of retail salesmen is at low tide. With few exceptions, customers looking at merchandise in recent years have been served unsatisfactorily. Salespeople today lack interest and are generally inefficient. Willmark, a nationwide shopping service, rates only about 10 per cent of our nation's salespeople as genuinely effective.

This situation has serious implications. At a time when automation is approaching previously unimagined heights of production, a bogged-down distribution can cause serious economic repercussions. First, ineffective selling decreases the probability of the customer's making any purchase; and, second, ineffective selling raises the selling cost, which, in turn, further reduces profits. From this point of view, a part of our country's future economic stability may be said to rest with distributive education.

There are a number of reasons for this general lack of sales ability. One is the fact that a large number of high school graduates entering the distributive field have received no sales training at all. Of the total number of students enrolled in our high schools, only 5% of 1 per cent choose retailing courses, although 15 per cent of those who obtain employment work in the retailing field. It is quite possible that more people from high school enter retailing than they do all other business positions put together.

Another reason for poor salesmanship is the fact that the type of retail selling considered most effective

has been changing in recent years. Low-pressure selling has now become the accepted method for influencing a public more sophisticated in budgeting and buying. This, in turn, makes instruction more difficult. Low-pressure selling focuses on how the merchandise fulfills the needs and wants of the customer. This is completely valid, but too often low pressure selling is interpreted by the inexperienced salesperson as no selling at all. Nothing could be further from the truth. Actually, this modern kind of selling is more difficult to do, more difficult to learn; and the training problems are correspondingly more acute.

Courses Are at Fault, Too

Although the preceding reasons may be valid, it still must be remembered that the quality of the teaching of salesmanship has much to do with the inadequacies of today's salesmen. Some efficiency surveys have shown that there is little difference between trained and untrained salespersons. One study of students enrolled in co-operative distributive-education programs revealed that the co-workers of the student-trainees considered the greatest problem of these students to be their need for better salesmanship. One reason that was given for the apparent lack of correlation between sales training and selling was that sales courses place too much emphasis on personality development, job relations, and merchandise information and completely ignore what might be termed the "how" of salesmanship.

Retail stores also engage in sales

training, but in most cases it is neither adequate nor effective. Studies show that, although many department stores have a sales-training program, the training is largely in personnel relations, store systems, and cash-register operation. There is little or no training that can be called actual sales training.

Yet there is evidence that effective sales training is possible. In one research project, it was found that ineffective tobacco salesmen sold substantially more tobacco when they adopted selling phrases consistently used by successful tobacco salesmen. Cosmetic salespeople, when newly employed, frequently receive intensive training in selling techniques, in addition to personal grooming and merchandise information. A study of 512 encounters between customers and salespersons found these cosmetic salesmen to be outstandingly effective. Other studies have shown that whenever teachers have work-experience backgrounds, the retailing classes are usually successful.

What can teachers of sales courses do to help salesmanship students to achieve vocational competence? Subject matter is, of course, important. Teachers should be careful to avoid overemphasis on the "trimmings," which may be easier to teach and measure, but which do not contribute substantially to vocational competence.

In addition to subject matter, the methods of teaching are exceedingly important. Methods are needed to imprint the proper sales techniques firmly in students' minds. Advertisers have long recognized the need for

W's of SALESMANSHIP

WILLIAM C. KRAEF

Why Don't You Buy This Book?
Why Don't You Buy This Book?

gaining the attention and holding the interest of their customers. This goal is similar to that of a teacher's. Educational research tells us that a large part of human learning takes place when individuals tackle problem situations. In this case, it is up to the salesmanship teacher to provide these experiences. A fine course outline will not make better sales personnel unless it is accompanied by problems that are instructive and interesting to the students.

With this idea in mind, I recently

conducted a study of the successful salesmanship-teaching devices that are being used throughout the country. Working through state supervisors of distributive education, I obtained names of outstanding salesmanship teachers in nearly every state. A letter was written to each of these teachers, asking them to contribute their most successful salesmanship-teaching device. In addition, literature from 1940 to 1956 was studied for additional devices. The result of this research is a manual of more than

100 successful salesmanship-teaching devices, classified according to the steps of a sale, some of the best of which will be published in this magazine from time to time.

These devices are not intended to replace a course of study—merely to supplement it. I think they will add luster to your salesmanship classes, however. Since we are all different, some may work for you, others may not. Experiment, however. You may use each device at your own discretion. Good luck with all of them!

Ask 15 students to come one at a time to the front of the classroom. As each one approaches, say, "May I help you?" Then ask 20 students to approach you one at a time at the front of the room. Greet each one with a different phrase, such as: "Good evening" or "How are you today?" Start a casual conversation, as if

you were greeting someone in your own home.

After you have finished your greetings, ask the class how many students there were in each group. They will probably say there were more in the first group because the phrase, "May I help you?" is so much more annoying.—*B. L. Baker, Kosciusko, Mississippi.*

How to emphasize various greetings

MANY SALESMEN BELIEVE that 75 per cent of all sales are either made or lost in the first three seconds of the sales approach. Set up a sales counter in the classroom, with the microphone of a tape recorder placed nearby. Have each student stand behind the counter and greet the teacher, who plays the customer. The "customer" makes three approaches; and the student greets him with a merchandise approach, a service approach, and an informal approach. All three approaches of each student are then played back to the class.

The value of this device is that it gives each student an immediate insight into the problems he may have in breath control; the voice mechanics of pitch, clarity, speed; and

the qualities of maturity, sincerity, and pleasantness. Sincerity is evaluated by the teacher; a high school giggle wrecks the scale. Voice maturity may be achieved if the student lowers his voice one full note for the sales approach. Speed tends to make the approach impersonal, while pitch pertains to the hoarseness of voice. Pleasantness reflects the salesman's attitude, and his facial expression should support this.

Erratic breathing, lack of sincerity in the voice, a mechanical delivery, forced speed, and unpleasantness are all sales "killers." A tape recorder helps the student to detect and correct these shortcomings.—*B. E. Peterson, Olympic Community College, Bremerton, Washington.*

How to teach the correct approach through tapes

FOR MORE DEVICES, TURN THE PAGE

LET'S TEACH THE HOW'S OF SALESMANSHIP (Continued)

How not to judge a customer

ASK EACH STUDENT how much money he has in his pocket. Then ask them to judge by your dress how much you have in your billfold. Since you will be wearing a shirt and tie, perhaps a suit, amounts will probably be generous. Take out your wallet, however, and show them that you have only \$1 in it.

Of course, the point is that, even though a customer may come into a store shabbily dressed, this is not an indication that he does not have money in his pocket. Conversely, a well-dressed customer may have no money in his pocket.—*Theodore K. Pierson, North Salem High School, Salem, Oregon*

How to convey the length of a minute

AT THE BEGINNING of the period, stand before the class and do not say anything for one full minute. The students will think something is wrong after a while. When the minute is up, explain how a minute can seem longer than it really is, especially when you are a customer waiting for service.—*Luke H. Kliaart, Burlington (Iowa) High School*

When he knocks on the door the first time, ignore him and continue the class activity. When he knocks the second time, show minor irritation; but do not answer the door. (By this time the class should show a little concern.)

When the student knocks sharply the third time, go to the door and let him in. Ask the class how long he was kept waiting. (Estimates will run quite high.) Tell them it was only a minute. They will then realize how a customer feels when he "knocks" for service and is ignored.—*Originator unknown*

How to show that customer wants and needs very

THE INSTRUCTOR SETS on his desk three pairs of men's shoes or three pairs of women's shoes or both. The shoes are in the current styles but have different cuts and lasts. The instructor leads the group in a discussion of which shoes each student likes and why. Opinions are asked of everyone. Finally, a vote is taken.

The instructor writes on the board how many prefer the first pair, how many the second, and how many the third. The result is usually something like this: ten like the first, eight the second, and thirteen the last. The instructor then asks: "Why don't each of you like the same pair of shoes?"

The immediate answer is that each customer's wants and needs are different. Yes, but why? Class discussion will probably draw

answers like these: *a.* customers use merchandise in different ways and for different occasions; *b.* each customer has a different personality; *c.* social and work activities of customers are different; *d.* each customer's ability to pay is different.

This searching for reasons makes each student think in the terms of the customer's viewpoint, a major step in selling a customer, making him happy, and keeping him sold. It also leads into further methods by which a salesperson can determine a customer's wants and needs. This should produce such advice for the salesperson as: look, listen, ask questions, observe reactions, be alert to customer comments, etc.—*Leslie M. Couch, Baytown, Texas*

How to spot various types of customers

PASTE ON LARGE FLASH cards cartoons that illustrate various types of customers. On the back of each card, write several questions about how to handle the particular type of customer that appears on the card. Hold the flash card up and ask the students to identify

the type of customer shown, and have them answer the questions about handling such a customer. If desired, an opaque projector may be used instead of flash cards.—*Charles J. Christianson, Dawson County High School, Glendive, Montana*

How to distinguish between attention and interest

CONCEAL A FLASH camera somewhere in the room near you. After the bell rings, but before the class settles down, set off the flash. The class will immediately come to attention.

Now, point out that, though you gained their involuntary attention, you must now turn this attention into interest by following up with a smooth presentation of the day's activity. Of

course, in this case, your explanation will also illustrate your point by turning their attention into interest. Once your students realize that interest is voluntary and must be earned, it will be easy to convince them of the importance of the salesman's earning the interest of the potential customer.—*E. Edward Harris, Davenport (Iowa) High School*

WATCH FOR MORE SALESMANSHIP DEVICES IN FUTURE ISSUES

FOR YEARS, secretarial students have been saying, "I used to spell very well, but then I took shorthand." As long as students maintain this idea, they have a convenient scapegoat to excuse their poor spelling. If they felt that the opposite were true—that shorthand study led to *improved* spelling—attitudes toward shorthand study in general would be different, and other changes might result. Let's investigate the questions: Does the study of shorthand really cause spelling skills to deteriorate? and, Can the shorthand teacher improve spelling skills?

Writing in *BUSINESS EDUCATION WORLD* in November, 1941, J. L. Mursell, a psychologist, stated that there is no transfer from the study of shorthand to spelling; they are different skills.

Louis A. Leslie wrote in *BEW* in June, 1943, "... There is no scientific evidence whatsoever to show that shorthand has a bad effect on spelling." In the same article, he suggested that, if shorthand students were given a spelling test at the beginning of the year, then retested at the end of the year, they would make about the same total number of spelling errors.

Leslie may have had in mind an experiment completed in 1942 by Glenn Hastings, who tested shorthand and nonshorthand students several times in a year and a half and concluded that shorthand study, as conducted in the classes with which he worked, had neither a detrimental nor a beneficial effect on spelling skill.

Students Stayed Stubborn

But the complaints of students were not stilled; in their opinion, shorthand made them forget how to spell. So the present authors performed two experiments to test that idea.

In the summer of 1952, we made up two spelling tests of 48 words each. (We chose the words from a list of spelling demons.) In both tests, the words to be spelled were written phonetically and defined; students checked the correct spelling in the multiple-choice test and wrote the word as they thought it should be spelled in the recall test. Beginning shorthand students in Bladensburg High School in Maryland took both of these tests at the beginning of the school year and at the end—eight months later. Students who were not

taking shorthand, but were enrolled in the same English classes as the secretarial students, took the same tests at the same time. (We had intended to match the two groups on the basis of intelligence, but we found that the I.Q.'s of these students were unrelated to gain or loss in spelling ability.)

On the test at the end of the year, we discovered that the shorthand students had *improved* in spelling, with the greater gain being made on the recall test. However, the students who were not taking shorthand gained almost as much; the difference was negligible. So this improvement could not be attributed to the study of stenography.

Two years later, we repeated this experiment at Fremont Union High School in Sunnyvale, California. Since the scores on the first spelling tests had been high (indicating that the tests were easy), we made up new ones. From several lists of spelling demons and difficult words, we chose 150 for a test given to a class of seniors in another high school. The 50 words missed most often were used for the tests in the experiment; both the recall and the multiple-choice tests used the same words this time. The same procedure was followed as before—tests at the beginning and at

the end of the school year for both beginning shorthand students and nonshorthand students in comparable English classes.

Again, we found that shorthand students *improved*—over 14 per cent on the multiple-choice test and more than 17 per cent on the recall test. Also, the nonshorthand students improved almost as much. Again, the gain could not be attributed to the study of shorthand.

When asked if the study of shorthand causes spelling skills to deteriorate, we feel that we can say, "Not necessarily, and probably not at all." Some of the people in the experiment did get lower scores the second time, and some earned much higher scores. (Individual variations occur in any group.) We asked teachers to emphasize spelling no more nor less than usual. It would be difficult to say what the outcome would have been had either teacher-shorthand or English-stressed spelling more or less than she usually did. Furthermore, if the test had included only words used in business and, therefore, frequently found in transcription work, our experimental subjects could have been expected to make greater gains than the average nonshorthand student; conversely, had the tests included

(Continued on page 33)



Not according to the evidence—in fact, a good teacher can make the study of shorthand a strong spelling asset

JUNNE W. JENSEN and BARRY T. JENSEN

A CHANGE
OF SCHOOLS?



BACK TO
COLLEGE?



WORK
OR STUDY
ABROAD?



Have You Thought about Moving?

A change to a different kind of school,
or even a simple change of scenery,
may be the best thing in the world for you

RUTH UNRAU

College, North Newton, Kansas

AFTER COMPLETING a scientifically constructed, personally administered, and accurately tabulated research project in which I polled six people, I have come up with a conclusion: Preachers and teachers should change jobs once or twice during a lifetime. There is nothing like a change of positions to add spice to the oatmeal of life.

Do I see a hand in the back row? You like your job and feel that you have put down roots in Centerville. You don't want to change. Very well. Perhaps you have family responsibilities, a project you must see to completion, or a spouse and children who prefer to stay put. There are very good reasons why some teachers should not change jobs. Putting down roots in a community is to be commended. *But*, be sure that you are rooted, not merely ritted.

There is another group of teachers to whom I am not addressing this article—those who move too often. One of my high school music teachers had the dubious reputation of having taught in 22 schools in twenty-three years.

Now we have excluded two groups: those who have found the right job in the right place and those who don't stay long enough at one job to give it their best efforts.

But there is a large group of teachers who *should* consider moving.

There are a number of choices:

- You may go from a smaller school to a larger one, or *vice versa*.
- You may decide to go back to school as a student.
- You may consider going from high school teaching to college teaching.
- You may want to move to another part of the country, not so much for a change of schools as for a change of scenery.

A Change of Scenery?

This last motive is not so superficial as it may appear. According to the platitude, people are the same wherever you go. Basically, I think this is true. But people are different,

BUSINESS EDUCATION WORLD

too; and the understanding of these surface differences is important. The more experience you can garner in meeting people of different backgrounds, the better teacher you will be in any situation. My own experience with students in an international work camp in Europe has helped me to get to know better the foreign students who come to my typing classes; I can understand their language difficulties better for having had some of my own. Two years spent in Oregon have given me a point of contact with students from the Pacific Northwest who are homesick for their beautiful country when they first come to our Kansas plains.

Should you change jobs just for the change of scenery? Well, it's one way of getting to know the country. You wouldn't hesitate to choose a school in the Southwest if the climate improved your health; so why not choose one where the daily view of a mountain improves your morale?

From High School to College?

Some high school teachers should be teaching in college.

For me, one of the main advantages of college teaching is that there are not so many discipline problems as in high school teaching. I also appreciate the fact that I can work with more mature students, many of whom take studying seriously. But I hasten to add this footnote: There are *some* discipline problems in college, and not *all* college students take studying seriously. Personally, I like the atmosphere of the college community, with the cultural advantages that even a small campus can boast.

Someone will object, "But I like high school teaching. I like this age group. I get along with them and they like me."

Then, by all means, stay in the secondary-school system. It offers many rewards not found on the college campus.

However, let me have the last word:

The colleges need good teachers. Too many college teachers are brilliant scholars who come to the college classroom fresh from the bibliography of their dissertations, knowing little of the psychology of

learning. On the other hand, a great many high school teachers are very effective in getting subject matter across to their students. When a teacher has a liking for young people, a knowledge of how to teach, and a knowledge of subject matter, he has an unbeatable combination that our colleges can use.

Your rebuttal may be that you don't feel that you're qualified for college teaching. Have you thought of trying to become qualified?

Back to School?

This is a good time to start, or continue, in graduate school. Now, and for years to come, teachers who are qualified will be in great demand.

You may say that, although you enjoy teaching, attending professional meetings, and reading, you have no desire to become a student again. You feel that you've been away from it too long. But there is nothing forbidding about graduate work. Earning a master's degree takes only three or four summers—or better still, one unbroken year. Besides the classroom activities, many aspects of graduate work contribute to better teaching. You'll take part in workshops; you'll meet people who will give you much encouragement; you'll work with leaders in your field.

Of course, graduate work has value for every teacher, not just for those who are trying to qualify for college teaching. You'll find that your ability to teach increases with additional education and experience, no matter at what level you teach.

Now will come the query, "But doesn't it cost money to go to graduate school? I don't know where I can get enough for a year or more of study." There is lots of good news for teachers like you. Have you noticed the generous scholarships and assistantships being given by graduate schools lately? The ones I've heard about range from \$1,500 to \$2,000 per year. Write to the college of your choice to learn what help it can offer.

Larger or Smaller School?

You may need to make a decision as to whether you prefer to teach in a large school or a small one. Either

size has its advantages. Do you enjoy the intimacy of a small faculty where you share problems? Do you feel better when you know most of the students in the school? Do you prefer working with smaller classes, where your students represent people rather than numbers? Or, on the other hand, do you like the anonymity of the large campus, where you fit into your department but are not bothered by problems of administration or by students who need special help? Do you prefer the oftentimes better facilities and salaries of the larger school?

There are, of course, disadvantages in moving from high school to college, or even from state to state, that may loom rather important; for instance, some states have very good teachers' retirement plans that a teacher who leaves the state's public-school system must relinquish.

Studying or Teaching Abroad?

Perhaps the most exciting move you could make would be to engage in a year's study abroad. Grants-in-aid for study are offered by foreign countries, foreign universities, and private foundations; and opportunities of this kind are increasing. Grants-in-aid are intended primarily to give United States students an opportunity to study and live abroad, and not necessarily to enable them to obtain a foreign degree. For more information, write to the Institute of International Education, Inc., 1 East 67 Street, New York 21. (The Institute has other offices in Washington, D. C., Chicago, San Francisco, Denver, and Houston.)

Teachers interested in teaching abroad can do so under the programs authorized by the Fulbright Act and the Smith-Mundt Act. American elementary, secondary, and junior-college teachers in all subject fields may apply. Some arrangements involve an interchange of jobs between an American and a foreign teacher; others are one-way projects. In order to be eligible, you need a bachelor's degree and, preferably, a master's degree, three years of successful teaching experience, and a few other qualifications that you can learn about by writing to the U. S. Department

(Continued on page 46)

MAKE DUPLICATING FUN

(Continued from page 23)

Bulletins

Mailing labels

Memo pads

Department newspaper

Color work

Insets

It will be more attractive if the margins are justified.

4. **THE FRENCH FOLD.** This is popular for dinner programs or menus, dance programs for clubs and fraternities, etc. Holiday greeting cards also provide experience for this type of stenciling.

5. **MAILING LABELS.** These are used on mail that leaves all school offices. Faculty members usually appreciate receiving a supply of labels, imprinted with their names and addresses, which they can stick on envelopes as return addresses.

6. **MEMO PAD.** This is illustrated in the title above. In our duplicating class, we frequently prepare little surprises for the teachers in the department. One that pleases them is a memo pad with the heading, "From the desk of," followed by a facsimile handwritten signature. (We collect each teacher's signature without his realizing it.) We plan the layout so that four sheets can be cut from 8½ by 11 paper. When run off on several different colors of paper and assembled in rainbow fashion, they make attractive desk pads.

7. **USEFUL FORMS.** These may be made in various sizes. Telephone-call pads, for instance, also lend themselves to an arrangement of four to a sheet. Let your students design the forms as well as doing the rest of the duplicating process. If it is not practical to join them in other ways, a single staple holding the sheets together at one corner will serve the purpose.

8. **DEPARTMENT NEWSPAPER.** The school newspaper is probably printed by some other means; yet you may wish to give your students some experience in column arranging, including the justifying of margins. How about issuing a one-page department newsheet, then, or offering to put out a newsheet for a club that provides the written copy? The frequency of "publication" depends on the particular setup. If you are faced with preparing a mimeographed school paper, you will avoid its becoming unduly burdensome if you have a co-operative understanding with the English department. A workable plan should evolve whereby certain English or journalism classes are responsible for the writing of the copy, and the classes in the business department are responsible for the stencil and mimeograph work. The division of your part

of the labor will depend on your department's setup. Perhaps students in typing classes will prepare the stencils, while those studying the operation of duplicating machines will turn out the finished product. Such a joint undertaking lets many students share the benefits of a school newspaper without its taking an undue amount of time from any particular group.

9. **INSETS.** Teaching this technique need not be expensive. Of course, it is much more fun if you actually make use of some insets. Buy several sheets and divide the individual illustrations among your students. Naturally, the shape of the illustrations will govern their appropriate use. Our students have used them to design attractive personal note paper. Other illustrations have become parts of programs or attention-getters on postal-card announcements.

10. **COLOR WORK.** The ramifications of color work in stencil duplication are many. By the judicious use of color, some extremely gratifying results may be obtained. Students should be taught, of course, how to use several colors on one ink pad. And probably you will do some work that requires the preparation of more than one stencil and the changing of ink pads, when different colors overlap or are in close proximity. Don't overlook, however, the quick trick of adding a second color (or even more) in addition to black, simply by placing paper on the black ink pad, in the area where you wish to introduce the other color, and painting the colored ink on this paper. Obviously this is not practical for long runs of hundreds of copies, but it does let you enhance copy through the addition of some color without requiring a change of ink pads. A final word of caution: treat color like spice—a dash usually results in a more tasty dish than does a cupful!

There is no limit to the worthwhile and interesting projects that can be carried out by a stencil-duplicating class. All you need is ingenuity. Keep most of your ideas practical enough so that the finished copies will be of use for some school purpose. Remember, allow your students to write the copy and plan the layout. It not only teaches them more, but becomes a lot more fun for everyone concerned, including you. Try it!

TACHISTOSCOPE

(Continued from page 16)

set at $\frac{1}{10}$ second. Students "spotted shorthand outlines. Time: 8 minutes.

December 5: All slides were presented. Students called out each word in unison and typed the outline once. The flash meter was set at 1/25 second. Time: 12 minutes.

December 7: All slides were presented. The flash meter was set at 1/25 second. Words were called out. Time: 6 minutes.

Dictated all brief forms. Time: 9½ minutes dictation, 17 minutes transcription.

(Note: The term "spotting an outline" used in the foregoing description refers to the process in which a student writes one outline over the other, always keeping his eyes on the screen.)

On the second dictation (after the nine drill sessions), 182 outlines were written incorrectly. Of this number, 124 had been missed on the first test and 58 were missed for the first time. Actually, only three students showed little or no improvement in either accuracy or penmanship. Considering that an average of about nine minutes' class time had been used each day and no other drilling on brief forms had been given, the results were most gratifying.

As for the brief forms that were missed with the greatest frequency and seemed to be the most difficult to memorize: *prosecute* was missed by 33 students, *among* and *remainder* by 30. These forms were also missed rather consistently: *recognize* (25), *upon* (20), *likewise* (20), *put* (20), *am/more* (18), *circle* (18), *rise* (18), *throughout* (18), *subject* (17), *allow* (15), *thank* (15), *unable* (15), *instance/instant* (15). Several were never missed: *must*, *our/are/hour*, *one*, *from/form*, *can*, *Dear Sir/desire*, *week/weak*, *business*, *is/his*, *Mr./market*, *go/good*, *gone*, *you/your*, *to/too*, *two*, *this*, *work*, *state*, *very*, *will/well*, *time*, *should*, *value*, *were/year*, *that*, *right/write*, *the*, *Yours truly*.

Although the results were very favorable, I realize that other factors were involved in the students' progress in writing brief forms. The "scope" method is only one of several methods to be used in a transcription class; its goal is to build speed in both dictation and transcription.

I am so well satisfied with the results achieved last year that I am using the same procedure again this year. This time, however, I am calling particular attention to the outlines that have been missed consistently. I expect the results to be even better.

NEW-MATTER

with Previews

CHARLES B. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITOR'S NOTE. This exchange of letters is the sixth in a series based on common office problems. The letters are marked off in groups of 20 standard words and may be dictated at any desired speed.

Situation 6. SENSITIVE GIRLS

Letter 1

Inside address

Dr. Perry Mason, Professor
School of Education
State University
Your City

Signature _____

Bernice Raminé

Letter 2

Inside address

Miss Bernice Rammie
990 South Euclid
Your City

Signature _____

Dr. Perry Mason

(1)

Dear Doctor Mason: In our office we have one girl who is so hypersensitive that she bursts into tears at the slightest provocation. In simple, everyday language, she wears her feelings on her sleeve.

This, of course, makes it² difficult to suggest changes to her. She regards any comment or suggestion as a severe criticism³ of herself or her ability. She really has to be handled quite delicately. It would seem that in⁴ a business office one could be businesslike and not have to worry about delicate feelings and having⁵ to soften any remarks. What about it? Sincerely,

(2)

Dear Miss Ramme: My first reaction to your problem is⁴ to ask a few questions. Is this girl immature? Is her work load too heavy, leaving her on the verge of blowing⁷ up at any time? Is her homelife happy? Is she receiving recognition at her job? Does she carry⁶ personal problems to the office? Should she be doing a different type of work? Is there some personality⁹ conflict that causes her to resist authority? Finally, is she really oversensitive, or are you¹⁰ simply untactful?

The real answer may lie in the above questions. But, in addition, you may want to do something¹¹ specific. Try a "straight-from-the-shoulder" talk to help the girl understand that she must learn to deal more objectively¹² with business situations. Recommend a counselor who might help her to gain an insight into¹³ her particular problems. Offer to become a sounding board for her in the interests of office harmony.¹⁴ Suggest a transfer to another department. Try to sell the idea that comments about work are not¹⁵ directed so much at the individual as they are directed toward improvements that can be made for the¹⁶ company.

Perhaps too much emphasis has been placed on pure perfection either by the company or by her superior.¹⁷ Tell her to ease up a bit. Cordially, (348)

Preview Outlines

(1) E_1 (2) E_2 (3) E_3 (4) E_4 (5) E_5 (6) E_6 (7) E_7 (8) E_8 (9) E_9 (10) E_{10} (11) E_{11} (12) E_{12} (13) E_{13} (14) E_{14} (15) E_{15} (16) E_{16} (17) E_{17} (18) E_{18} (19) E_{19} (20) E_{20} (21) E_{21} (22) E_{22} (23) E_{23} (24) E_{24} (25) E_{25} (26) E_{26} (27) E_{27} (28) E_{28} (29) E_{29} (30) E_{30} (31) E_{31} (32) E_{32} (33) E_{33} (34) E_{34} (35) E_{35} (36) E_{36} (37) E_{37} (38) E_{38} (39) E_{39} (40) E_{40} (41) E_{41} (42) E_{42} (43) E_{43} (44) E_{44} (45) E_{45} (46) E_{46} (47) E_{47} (48) E_{48} (49) E_{49} (50) E_{50} (51) E_{51} (52) E_{52} (53) E_{53} (54) E_{54} (55) E_{55} (56) E_{56} (57) E_{57} (58) E_{58} (59) E_{59} (60) E_{60} (61) E_{61} (62) E_{62} (63) E_{63} (64) E_{64} (65) E_{65} (66) E_{66} (67) E_{67} (68) E_{68} (69) E_{69} (70) E_{70} (71) E_{71} (72) E_{72} (73) E_{73} (74) E_{74} (75) E_{75} (76) E_{76} (77) E_{77} (78) E_{78} (79) E_{79} (80) E_{80} (81) E_{81} (82) E_{82} (83) E_{83} (84) E_{84} (85) E_{85} (86) E_{86} (87) E_{87} (88) E_{88} (89) E_{89} (90) E_{90} (91) E_{91} (92) E_{92} (93) E_{93} (94) E_{94} (95) E_{95} (96) E_{96} (97) E_{97} (98) E_{98} (99) E_{99} (100) E_{100}

(1) Hypersensitive, bursts, provocation, criticism, delicately. (2) Reaction, immature, personal, oversensitive, toward.

from a lesson-planning viewpoint. Most absences are legitimate and cannot be avoided.

- d) Beginning and advanced classes must be taught together in the same room.

How do you go about planning effective instruction for such a group? It seems that individual study is the only solution; but if this is so, then group work is almost entirely neglected. If I do some group work, then the students who were absent have missed out. If I repeat myself until all students have been included, I find myself on a treadmill. If I work with the beginning group, it interferes with the advanced group—and vice versa. The wide ranges mentioned in (a) above also add to the problem, especially in providing motivation and maintaining interest. In this last connection, the emotional condition of some students is also a factor.

What I have done is this: I make out separate assignment sheets for each group, beginning and advanced. Each student works mostly on his own, and at regular intervals we have timed writings, which I have used mainly in an attempt to motivate students and sustain interest. I feel the individual approach tends to let the class fall into a dull routine; but perhaps you disagree. Have you any suggestions that I might incorporate into my present approach or that might replace my partial solution?

ENOCH J. HAGA
Vacaville, California

Suggested Solution

Dear Mr. Haga:

You are right in believing that your problems are shared by others in various types of institutions. In such teaching situations, there are many problems that the public school teacher is not likely to encounter. The ages of your students, their varied educational and vocational backgrounds, etc., as well as the matter of irregular attendance, are certainly real factors to be dealt with. You may also have students who can never hope to type well enough to take a job, but who need or want such an activity to help them adjust to their present environment.

I think that your assignment sheet is a good idea. For many years now the United States Armed Forces Institute has published self-help manuals to accompany the official texts.

In my particular classes, when a student first starts the activity, I work with him very closely, showing the reach to new keys, demonstrating

proper stroking, and dictating the drill material. Then I show him how to dictate his drills silently to himself. Thus I am able to share my time with others in the class.

There are times when a student becomes discouraged or just plain bored with the typing routine and needs a change of materials or of emphasis. For example, he may feel that he is not gaining speed as fast as he should, not realizing that the material in his text is becoming more difficult. A shift back to some simple sentences that he has typed earlier in the course can show him how he has improved. Such a move cannot be anticipated in a manual or in a standard assignment sheet, but you as the instructor can perceive the need and make the change in a matter of seconds.

Timed writings give you a measure of the student's achievement. They may also be used as a motivating factor—with each student competing against himself rather than against others in the group. I place in each student's folder a speed chart, which provides room to record the date, speed, and errors for timed writings from one minute to ten minutes in duration. All students ready for this type of activity can be handled together, each one working at his own pace. *Progressive Typewriting Speed Tests*, by Dick Mount, has proved to be highly motivating with my group. As soon as the student reaches a speed of about 30 correct words per minute, we start using this book about twice a week. When the student can complete the 30-word, 5-minute tests, I start him on the Gregg Competent Typist Tests. Even "sophisticated" adults take pride in passing these tests and receiving their certificates.

In many students, timed writings create tension and fear; but I have found that much of these reactions can be overcome by allowing these students to time themselves. I show them how to set the timers and tell the students that they are free to use the machines whenever others are not being timed. I also tell them that, in this way, they do not get an accurate measure but rather a rough idea of their progress. It usually isn't long before they participate with the rest of the group.

There are certain groups, especially among older men, who do not plan to use typewriting to earn a living, but who like to be able to write their own letters. Unless they show an interest in knowing what their speed is, I do not require them to take timed writings. These men are usually interested in writing letters right away, so I show

them how to address envelopes as soon as they have a reasonable knowledge of the keyboard. After that, they get the mechanics of setting up and typing their friendly and business letters. Once they are able to do this, they are allowed to write letters in typing class after they have finished their drills for the day.

It is important to keep typing standards before the group at all times. Those who plan to use their skills on a job need to know—in terms of speed, accuracy, and neatness—the demands of a business office. It is helpful to give the group an idea of what will be demanded on examinations such as Civil Service or Regents. And, because of the large number of emotional problems, it is extremely necessary to overtrain for these examinations.

There is a wealth of typewriting materials on the market today. It is well to have a thorough knowledge of what is available and to have a copy or two of as many as possible so that you can utilize their devices for training and/or motivation.

It may be that staff members in your institution ask for typing help from your students. I believe that it is a fine idea to have the students work on actual problems. However, I like to make very sure (1) that the material to be typed has nothing to do with another patient in the institution, (2) that the student assigned to the work has the necessary skills to do a reasonably good job, and (3) that the student is willing to do the work.

Members of my typing class are often asked to help on the hospital paper, which is published by the patients, to do work for various veterans' organizations, and to type letters for their friends in the institution. Each year advanced students type cards that accompany toys made by another department for the poor children in the area.

If you have been accustomed to well-planned, orderly classes with all students working in unison, you cannot at first avoid being frustrated by the type of class that you must conduct in this new situation. But, once you have in mind the many personalities, problems, and goals of your students, you are going to find yourself building individual programs with great enthusiasm. Look ahead to each goal, but do not become discouraged if you cannot maintain a rigid timetable in terms of student achievement. Above all, remember that you are helping to restore a man to society and not merely getting him through a course.

FLORENCE MITTEN GLOGAN
USVA Hospital
Sunmount, New York

POOR SPELLERS

(Continued from page 27)

only terms from physical science, the shorthand students might not have gained as much as science majors.

But if students *think* something is true, it is true as far as they are concerned. The teacher might find it desirable to demonstrate to herself and to her students that shorthand does not weaken the ability to spell. Any of several standard tests available, or one of the teacher's own making, might be given to students at the beginning of the year and again at the end. With two or three possible exceptions, students will show higher scores on the second test. The exceptions might be due to variations in the health of particular students or to any number of factors other than a negative effect of the study of shorthand.

But is the absence of loss of spelling skill enough? It might be well for every business teacher to inform her students that they probably will benefit from the study of shorthand in respect to spelling, in that they will be learning to use and spell many new words and phrases of a somewhat specialized nature, as well as new words used more generally in correspondence. They might also be told that they will probably gain in general spelling skill as much while taking shorthand as they would have gained had they elected some other course.

(Indeed, shorthand texts emphasize spelling so much that, even though only cursory attention is given to the subject as such by the teacher, the students are made aware of spelling and proper English usage. This fact in itself might make the students blame shorthand study for loss of spelling skill—for the first time, perhaps, many of them are really concerned about their spelling ability and realize that they have spelling deficiencies.)

But the study of shorthand alone does not seem sufficient to bring about great gains in spelling skill. As in many other cases in which we seek for transfer of training, deliberate efforts must be made. Direct teaching is nearly always more effective than transfer effects.

Many procedures have been developed for the teacher of spelling, and most of them are probably known to shorthand teachers. Let's not attempt to show here that one is better



SHORTHAND CORNER

LYDIA SUTTON HIGH SCHOOL OF COMMERCE, DETROIT

Call me a traitor to the cause of shorthand teaching, if you like, but I believe that too many teachers use so much energy to check papers that they have little energy left to teach. How many teachers do you know who carry shorthand notebooks of homework to check? How many who check, outside of class, four or five mailable letters a day for each student in a class of 35? Four days of transcription mean at least 560 letters a week. To spend only one minute on each letter would require over nine hours a week. I refuse to be so burdened! Lazy? I don't think so.

Every story has two sides. Psychologists tell us that the participating learner is the interested learner. Every business office today is concerned with how to simplify work procedures. What better way for students to participate than to assist with class records! Interest? What better better way than to simplify work procedures, organizing students so that inexperienced students can help with routine work. To be specific:

ROUTINE ATTENDANCE CHECK—A student timekeeper can handle this. Mentally, the teacher can quickly verify the report.

HOMEWORK CHECK—A student record clerk can check the practice work. The papers should be removed from the notebooks so they are not bulky. The sheets may be given to the teacher, should she want to check penmanship. Then she should throw them away. Every business office today is concerned with eliminating excess paper from its files. Why save shorthand homework?

SPELLING CHECK—A rotating committee of two or three students can check these papers during the shorthand period. Each student would miss about ten minutes of dictation practice just once—at the most, twice—during the semester.

TRANSCRIPT CHECK—Shorthand speed tests can be read back in class. Try recording the date, dictation rate, transcription rate, erasures, spelling errors, punctuation errors, uncorrected type errors, shorthand reading errors, and omissions. Set up a separate column for each of the nine items and insert students' individual marks across the page. As the semester progresses, no more than five minutes should be required for proofreading, analyzing, and recording. If the teacher places emphasis on individual improvement rather than on class averages, it is amazing how accurately these transcripts will be corrected. The teacher will, of course, check them occasionally; if there should be a marked discrepancy between teacher and student, the proofreading techniques will naturally require checking.

Mailable letter transcripts can also be corrected in class—yes, in spite of their volume. Necessary materials should be arranged in specific locations around the typewriter. When a student of mine places a completed letter in a certain position on her desk, I know it is the signal for me to read it. When I finish the letter I sign it, if it is satisfactory, and place it in another spot on the student's desk. I read about ninety letters each period in this way, which leaves very few to be corrected outside the classroom. (Mrs. Madeline Strony gets full credit for teaching me this trick.)

The responsibility for accurate checking is still the teacher's. These procedures, however, should provide valuable training in an area that has been long neglected. The teacher must have confidence in her instructions. She must also have confidence in her student workers. Be sure your students understand what you want done—then let them do it. The value of this training is lost as soon as the teacher checks openly to see who is doing his work properly.



teaching aids

JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

Career booklets. Three different organizations have published career booklets that may be of use in the latter half of the school year. Each booklet is free. The first, "A Career for You in Insurance," discusses all phases and types of insurance except life insurance. It has been prepared by the Association of Casualty and Surety Companies, 60 John Street, New York 38. The second booklet, "Career Opportunities with the Airlines," both describes in detail the many positions available with airlines and offers information about how to apply for a position. It is published by the Air Transport Association of America, 1107 Sixteenth Street, N.W., Washington, D. C. The third booklet is titled "Job Opportunities in Business with a Future." A cleverly illustrated booklet for the graduating senior, either girl or boy, it has been prepared by the United States Savings and Loan League, 221 North La Salle Street, Chicago 1, Illinois.

General business. "Devices for Teaching General Business in High School" covers 16 units in general business and offers helpful suggestions for teaching each unit. These devices were prepared from a thesis by Sue Waddell. The study has been published by the Department of Business Education and Office Administration, The University of Tennessee, Knoxville. Copies are 25 cents each.

Display product. Do you have trouble keeping materials on your bulletin board? If so, Anchor-Dough may be just what you need. It is a white silicon product that does the work of gummed tape, thumb tacks, staples, or pins. It appears to be the handiest material ever designed for the specific purpose of posting papers, drawings, and signs without marring either the material or the bulletin board. Certainly it may be called a teacher's aid. For a sample quantity, write to Pat Hamman, Anchor-Dough, P. O. Box 2056, Riverside, California. Also request a price list. Size B, which is sufficient for one classroom for the entire year, is available for \$1 a sheet; the minimum order is \$3.

Typewriter history. *Typewriters Unlimited* is a complete, unslanted history of the typewriter, giving credit for invention to those who actually invented the various mechanisms. The book is most interesting and contains photographs of every make of typewriter plus a chronological history of both foreign and American makes. Order from Rocky Jones Business Machines, 13 West Center Street, Sebring, Florida. The price is \$3 per copy.

Business management. Write to the Bureau of Business Management, College of Commerce and Business Administration, Commerce Annex, University of Illinois, Urbana, Illinois, for a free pamphlet describing services available to business and business teachers. Their most recent publication, "Practical Sales Management," by Wayland A. Tanning, is priced at \$1. More excellent booklets are available from the Bureau on a variety of subjects: industry, finance, personnel problems, retailing, sales and office management, etc. These booklets sell for less than \$1.

Revised materials. Please note a revision of the R. C. Allen typing materials that were described in the November issue. A new wall keyboard chart will employ color identification rather than the old mechanical line identification—a finger will be colored to match the keys it strikes. The tests will be revised also, and the copy will be aimed at young adults by treating their daily problems in a frank but not a preaching manner.

than another—we don't know which is best. However, one effective technique of teaching spelling is the testing of the students. Many investigations have shown that frequent testing as a motivating device seems to lead to better performance. Demonstrations have shown that testing, especially immediately after a period of study, serves to retard forgetting and often leads to improvement in knowledge. Perhaps this occurs because the test forces the students to review what they have learned. Students have told the authors that seeing the wrong spellings of familiar words in multiple-choice tests prompts them to review spelling they have learned and to feel surer of the correctness of a certain combination of letters. Papers on the recall tests used in the experiment bore evidence of "trying out" of spellings.

Other data support the contention that spelling can be taught by testing. One of the authors and a Doctor Insel tested several groups of high school seniors with the recall test used in the experiments mentioned earlier. These students were retested about half an hour later. In the meantime, most of them had taken one of three kinds of a spelling test, while a few of them (the control group) were taking another kind of test. The interpolated spelling test differed for each of the three groups. Nearly 150 students took either a multiple-choice test in which they selected the correct spelling (Group I) or a multiple-choice test in which they selected the incorrectly spelled words (Group II). A third group of 71 students took a test of 50 sentences, one-third of which contained a word that was incorrectly spelled. All groups with some kind of interpolated test made a gain in spelling; the greatest gain (over 15 per cent) was made by the group that studied by using the test with the words in sentences. We concluded from this study that an intensive spelling activity involving a test was beneficial to spelling skill.

In this article, we have tried to show that the study of shorthand has no necessary negative effect on the ability to spell, as measured by either a recall test or a multiple-choice test. Teachers of secretarial studies who acquaint their students with this fact and make deliberate efforts to help students improve can help to put an end to the complaint that studying shorthand ruins spelling skill.

TYPING TECHNIQUE

(Continued from page 14)

that brings creditable recognition. So, a week-by-week honor roll should be chalked on a side blackboard. The banner heading says *Honored for*; the subheading identifies the Technique-of-the-Week, as:

- Keeping Eyes on Copy
- Firmness of Touch
- Hands and Nails of a Typist
- Excellence in Posture
- Good Finger Stroking
- Number-Key Mastery
- Expert Carriage Returning
- Excellence in Warmup Drills
- Mastery of Word Division
- Following Directions

or whatever else the teacher feels needs class-wide attention.

Space for a dozen or so names is all that is needed. The teacher would be wise to write in a name or two on Monday and Wednesday, several more on Thursday, and the rest on Friday. (Send a copy of the roster to the school paper, too, making a Big Deal of the matter.) It is not necessary to discuss the honor roll with the class; the heading does all your urging for you.

Miscellaneous Other Resources

No. 6: Posters. A good technique campaign requires "surrounding" the learners with technique reminders. Honor rolls help in this regard; so do posters. *Ideas:* At a blueprint or photostat shop, have an enlargement made of the posture picture in your text or of any good photograph that illustrates good posture . . . a series of photographs, staged by camera-fan students, to show "rights vs. wrongs" or "steps in" various techniques . . . a lettered poster that is a telescoped check list of good techniques . . . poster with samples of student work, with "What's Wrong in Technique" highlighted.

No. 7: Routines. The teacher's signal system can incorporate many technique reminders. For example, to say "Feet . . . back . . . hands . . . eyes . . . ready—type!" at the start of a timed writing will at least get the class started with good posture.

No. 8: Demonstration. Teacher demonstration is fine at the introduction of a new technique, but student demonstration is often more effective in aiding refinement. Thus a teacher might say, "Row 1 and 3, type . . . Rows 2 and 4, tell them what you



HELEN H. GREEN MICHIGAN STATE COLLEGE, EAST LANSING

Who shows the interest? The other day I came across a statement on the quality of students that brought me up with a start. The paper was discussing a study that had been made of students with a C-average or better, who had withdrawn from a certain university between 1951 and 1955. The statement that hit me right between the eyes was this one that appeared way down amid the paper's closing paragraphs:

" . . . a fair number of good students, *because of the interest of the University in discovering why they had left, subsequently returned and continued their education.*"

The italics are mine, but that's the way the phrase impressed me. How many students in other universities, colleges, and high schools, in your classroom and mine, left school and did not return because no one in the school showed any interest in them? Or more significantly, how many of them might never have left if they had felt any interest from someone *before they left?* How many of your students know right now that you have a genuine interest in them—not just group interest, but an interest in each one as a person, with his own individual hopes and dreams, his own disappointments and problems? Or do last year's students call you up, as one of mine did just yesterday, and begin apologetically: "I'm Susie Blank. I hate to bother you since you probably don't remember me; but I had you last year, and I was wondering if I could use your name as a reference. I mean, if you haven't forgotten me. . . ."

Deep down inside I bled a little from that second thrust. Why, why in the world was she so sure I'd forgotten her? I answered brightly: "But, of course, I remember you, Susie. Beginning shorthand, fall term, eight o'clock class, second floor EE, first row, second seat from the door. You made an A. You hail from Canada."

Okay, by now I'm smugly showing off, but I *do* remember a lot about Susie. In the winter term I had had her again—and then the full impact of her call hit me. Two terms I had had her. *Two terms*, yet she had said apologetically: "You probably don't remember me." What interest was it I didn't show that made her so sure I'd forgotten her? Do you think any of your former students will call you tonight with a similar request and the same apologies?

Any Procrustean beds around? "Well, not that I know of," you say. "We don't need any kind of bed. Our students can go to sleep sitting or standing, right while you look at them. What's the Procrustean bed business all about?"

Well, it's about a lot of things—including, perhaps, far too many school systems, curricula, grading curves, and probably even teachers. You see, the first Procrustean bed belonged to a legendary Greek highwayman named, appropriately, Procrustes. Now, this outlaw tied his victims to a rigid man-sized iron bed he owned. And, by Zeus, since the bed was "man-size," every captive had to fit it. The trouble was (for his victims) that "man-size" varies from individual to individual. Thus, the tall ones, whose legs lopped over, got them chopped off. The short fellows got stretched until they fit.

Therefore, whenever one is harsh or inflexible in fitting something to a preconceived idea or system, the former is apt to be referred to as having a Procrustean bed. Take another good look around your school. Are you still positive there are no Procrustean beds? No gifted students getting chopped off mentally or slow ones being stretched excruciatingly to fit the "same-size" this or that?

Wouldn't you say it bears thinking about?

IRVING ROSENBLUM
WILLIAM PITT SCHOOL, NEW YORK 2, N.Y.

THIEF OF TIME

THIS IS MY WATCH!
IT WAS STOLEN
FROM MY LOCKER!

BUT I PAID
\$15 FOR IT!



WHOSE WATCH IS IT?

ANNOUNCER: Ever had anything stolen from you? What if you saw the same object in the possession of someone else? Let's listen to a little dispute that's about to start.

GEORGE: What time is it, Jim?

JIM: (looking at watch) Ten thirty.

GEORGE: Wait a minute. That watch looks familiar. Look—my initials, G. R. Where did you get this watch?

JIM: Bought it from a fellow for \$15.

GEORGE: Who was the fellow? That's my watch!

JIM: Your watch? I paid \$15 for it.

GEORGE: But you bought it from a thief. He's probably the one who stole it from my locker. Who was the fellow? What's his name?

JIM: I don't know his name. Never saw him before.

GEORGE: Let's get him. I'll prove it's my watch.

JIM: Not a chance. We'll never find him. He doesn't live around here, and we'll probably never see him again.

GEORGE: Well, then, you'll have to give up my watch.

JIM: What . . . and lose my \$15!

GEORGE: That's the law. My watch was stolen, but it still belongs to me.

ANNOUNCER: Does it? In this dispute, who has the legal right to the watch: Jim, the buyer, or George, from whom it was stolen?

DECISION: A thief acquires possession but not title. Therefore, he cannot transfer title, even to an innocent buyer. The watch belongs to the original owner, George.

might say, "Rows 1 and 3, type . . . Rows 1 and 3, tell them what you noticed . . . now, everyone, type!" This works miracles.

No. 9: Music. Technique refinement is largely a matter of smoothing out and speeding up motions. Cadenced "rhythm record" music helps notably in such refinement if (a) the first record used is at a pace within easy performance for all students and (b) the pace is speeded up with more records very gradually.

Now, in Quick Summary:

1. Technique development is the most important element in typing.
2. Technique must be guided, developed, and—especially—protected.
3. The teacher has many tools he can use to execute his responsibility for technique development.

Next month Doctor Lloyd discusses "The Selection and Remedial Use of Technique Drills," illustrated by more than a score of such drills.

THOUGHT ABOUT MOVING?

(Continued from page 29)

of Health, Education, and Welfare, Office of Education, Division of International Education, Teacher Exchange Section, Washington 25, D. C.

Teachers who come back to our campus after a year abroad are enthusiastic about the program. One woman who returned from a position in an American school in Germany reported: ". . . and when I broke my foot in Copenhagen, the Government took care of the bill, and the hotel sent red roses to my room!"

You may ask, "Why haven't you suggested the obvious move? Let's go from teaching to business—change professions. Every writer advises us to get business experience."

By all means, get a year, or several years, of business experience; but, if you're a good teacher, please don't forget your way back to the classroom. I believe in the profession. It has compensations for some of us that other professions will never have.

Perhaps you should now read an article on how to pack for long-distance moving. I have advice on that, too—advice that's simple and impractical: Sell everything but your toothbrush and buy new when you get there.

Happy traveling!

PLAYMATE

EDWARD P. McGRATH

CURTIS W. MOONEY BASED the buglike sportscar into the driveway of 12 North Eden Terrace and cut off the whining motor. He squeezed out of the squat doorway and bruised his right arm on the door handle, just as he did² every night, five nights a week. On weekends he somehow always twisted his ankle.

Rubbing his knee in absent-minded³ pain, he tucked his briefcase under his left arm and marched quickly up the yellow flagstone walk to the neat Cape Cod⁴ house. He glanced over the wrought-iron fence and across the street. Simpson, his neighbor, was lounging on his yellow wack⁵ at Number 13.

Mooney's eyes narrowed a little as he caught sight of the gaudy magazine under Simpson's⁶ arm. Simpson was a nonconformist. Mooney nodded with a smile, and Simpson waved back as he leaned on the beat-up,⁷ old-fashioned mower. A nonconformist.

As the front door clicked shut, Mooney placed his newspaper on the right side of⁸ the big black ceramic leopard on the table. He turned to greet Alice.

"Hi." His voice was practical and automatic.⁹

"Hi." Alice answered and pecked him on the right cheek, three-quarters of an inch below the cheekbone.

"How did things¹⁰ go at the office?"

"Fine. Kids all right?"

Mooney didn't wait for an answer. He finished putting his coat in the closet¹¹ and then walked into the living room. He dropped into the stiff maroon couch and lit a cigarette. Examining¹² the back of his hand, he wondered how it would look with a tattoo.

The back door slammed and Mooney called out, "Hi, Cindy!"¹³ and went back to the examination of his hand.

There were footsteps but no answer. Mooney looked up, and there¹⁴ they were standing before him. Cindy looked the same. Her five-year-old body was barrel-like in her tee-shirt and jeans;¹⁵ her pony tail stuck up right on the back of her head.

It was standing next to her.

Mooney looked at it with interest.¹⁶ It was bright blue and about two feet high. The four little yellow eyes blinked as the antennae spun around the¹⁷ silver face on top of what was probably its head. It smiled with its right ear—at least that was what it looked like. Mooney¹⁸ answered with a patronizing nod.

"Well, what have we here!"

"Daddy, this is Shug. He's a Martian," announced Cindy,¹⁹ remembering her mother's courtesy lectures.

"Well, well, how do you do, er Shug," said Mooney. He rose and held²⁰ out his right hand.

Shug purred and wrapped a long orange tentacle around Mooney's hand. Its eyes went purple, then yellow²¹ again.

Well-mannered anyway, thought Mooney. He patted Shug on the head and went back to his seat. He stared at his²² hand again. Maybe a plain blue star? Or a red palm tree?

"Curtis!" It was Alice calling from the kitchen.

"O.K."²³ Coming," Mooney walked into the kitchen and automatically reached for the ketchup bottle with the tight cap²⁴ that his wife held out to him. He wrenched at it as Alice shut the icebox door.

"Meet Cindy's new friend?" asked Alice²⁵ conversationally.

"Yep. Odd-looking little fellow, but he has good manners. Does he live in town?"

"I don't know," Alice²⁶ answered. "They've been playing together all afternoon."

"Says he's a Martian," Mooney stated.

"I suppose he²⁷ is," Alice agreed. Then, "Spaghetti tonight. It's Tuesday."

"Swell," answered Mooney, absently placing the uncapped ketchup²⁸ bottle on the table. "What do we have for dinner?"

"Spaghetti," answered Alice as Mooney disappeared into the²⁹ living room.

Cindy and Shug were sitting in front of the television set. Cindy was giggling as Shug made the³⁰ set go on and off by wiggling his antennae.

Mooney frowned. "O. K., kids, let's not play around with that."

Shug's antennae³¹ slid back into his head, and he rolled across the floor to the magazine rack. A tentacle picked up one of³² the magazines.

"Shug, can you stay for dinner?" Mooney asked.

The little head swiveled around, and the eyes blinked rapidly.³³ Squeaking noises came from the ears.

"He says, 'yes,'" interpreted Cindy. "Better call your parents," cautioned Mooney.³⁴

The head turned again and the antennae reappeared. They sparked, and the picture disappeared from the television³⁵ screen.

"He called and his parents say it's all right," Cindy announced.

Mooney nodded and returned to his hand. Maybe a³⁶ full-rigged ship in red and blue? He flexed his fingers. No. The knuckles would wrinkle the tops of the masts.

Alice stuck her³⁷ head in the doorway. "Dinner's served."

Mooney led the two playmates into the dining room and watched with interest³⁸ as Shug floated up into a chair. Graceful. Maybe it's time to send Cindy to ballet school.

The onion soup appeared³⁹ and they began to eat. Mooney frowned and looked over at Alice when Shug dipped his antennae into the soup⁴⁰ and began to siphon it into his head. Parents slipped up on the table manners, it seems!

After dinner, Mooney⁴¹ settled down in the living room with his newspaper.

"Good editorial here. Talks about moving the South⁴² Terrace bus stop fifty feet further south. Brings it closer

to us," announced the man of the house, tapping the paper⁴³ with an untattooed hand.

"What's in the paper tonight?" asked Alice.

"Editorial on moving the bus stop at⁴⁴ South Terrace. Bring it closer to us."

Alice nodded. "How do you like Shug?"

"Good kid," nodded Mooney. "Table manners⁴⁵ a little rough—but he's a good kid."

"I know—he's just a child. But he's a little odd-looking, isn't he?" ventured⁴⁶ Alice.

Mooney shrugged. "Ah, kids don't notice things like that. He seems to be a good kid."

He went back to his paper. (939)

WANTED:

SECRETARY TO GENIUS— SALARY HIGH

RAYMOND DREYFACK

Emmett G. Dawson, brilliant but eccentric, is preparing to take over the vice-presidency at Seaboard Oil, a world-wide corporation. He will, of course, need a secretary; and three girls have been chosen as candidates for the job. They will work with Mr. Dawson for three weeks, at the end of which he will select one.

During the first day of the new challenge, Nancy Carter (fresh from the Company's stenographic pool) meets her two rivals—Charlotte Hintner and Marsha Van Fleet. Charlotte is friendly and efficient. Marsha is both—but she is also sly and will use any amount of trickery as a means to attain the job. Nancy has been warned by her former boss, the head of the stenographic pool, to "watch out for Marsha, whatever you do."

Second of Five Parts

THREE DAYS ON THE JOB with Emmett G. Dawson had done much to shatter Nancy's illusions about the great man. For¹ one thing, she had always thought of the name of Dawson as symbolizing quiet dignity and prestige. In² reality, Mr. Dawson's business life was the picture of hectic confusion. He was addicted to papers³ piled high on his desk and low mutterings about both his work—and that of others. He also had the habit of⁴ scrawling notes on whatever writing surface was near at the moment of inspiration.

Nancy was frightened and⁵ awed by his manner. At times she thought him to be a colossal hoax. At other times, there was something about him⁶ that made her want to work like a slave to please him.

Nancy often wondered how the other two girls, her competitors,⁷ felt. Charlotte Hintner, Nancy suspected, was just as terrified as she. Marsha Van Fleet, however, seemed⁸ completely unperturbed. In fact, Nancy couldn't imagine Marsha's getting perturbed about anything.

"Carter, the⁹ 'lion' would like to see you in his 'den,'" said Murph, the retiring secretary, who was training the three¹⁰ secretarial candidates.

Murph's tone was meant to be reassuring, but Nancy was still terrified. Every time¹¹ Mr. Dawson summoned her, an unreasonable feeling of fright overcame her.

Picking up pencil and notebook,¹² Nancy rose quickly and entered his office. Mr. Dawson was bent over his desk, deep in thought, studying¹³ a statistical report.

Nancy closed the door quietly and coughed politely, hoping he would look up. Her cough¹⁴ might as well have been the faint bark of an automobile horn in the street forty-one stories below. She tried a¹⁵ louder version of the same cough. Mr. Dawson jotted some notes on the cover of a telephone directory.¹⁶

After a while, he murmured to no one in particular, "Take a seat. With you in a minute." Then added,¹⁷ "Cough drops in the bottom drawer if you need them."

Nancy blushed and slid into the chair beside his desk.

The¹⁸ telephone rang at that moment, and Mr. Dawson picked it up with a curt, "Yes?" Then he listened impatiently to¹⁹ the party on the other end. After a few moments, he interrupted with, "L. J., you're crazy. If you want²⁰ the Seaboard Foundation to be set up effectively, you'll have to do it my way. If you listen to those

die,²¹ hard conservatives—no, of course I won't go along with their findings. In fact, I'll go over those findings with you²² one by one . . . No, this afternoon is out. Full schedule. Next week. All right. Simmer down, L. J."

Nancy gasped inwardly,²³ knowing that "L. J." was none other than L. J. Kennilworth, president of Seaboard Oil. He was one of the²⁴ wealthiest and most influential men in the country.

Mr. Dawson sighed briefly and looked at Nancy. "Know who does²⁵ the most to undermine a business?"

"No, sir," she answered in a small voice.

"It's not the incompetent person. Rather,²⁶ it's the person with a certain degree of achievement behind him who, all of a sudden, has decided²⁷ to sit back on his laurels and stop learning the business." Mr. Dawson looked her over appraisingly. "What did²⁸ you say your name was, young lady?"

"Nancy Carter." She had given him this information at least 15 times during²⁹ the past three days.

"Yes, of course. Now, Miss Carter, I believe that this is your handiwork." He handed her a letter³⁰ that she had transcribed the day before.

"Yes, sir, it's mine," Nancy admitted.

"Will you do me the service to read³¹ the last two paragraphs?"

She glanced at the section. There was no need to read it. Having gone over it so painstakingly,³² she had memorized it.

"Well? I'd like your honest opinion of it."

Nancy swallowed. "It—it's not quite right."³³

"Is this *your* opinion, or are you asking for mine?"

"No, sir. It's my opinion. I don't think it reads right, but it's³⁴ exactly the way you dictated it to me. I'll get my notes—"

"No, please spare me that," Mr. Dawson sighed. Removing³⁵ his glasses, he rubbed the bridge of his nose slowly. "I'd like you to listen closely to what I'm about to say.³⁶ Miss—"

"Carter," Nancy supplied.

"Yes. Never, under any circumstances, assume that what you read or hear is correct³⁷ until, by the processes of thought, you decide that it is so. None of us is infallible. Before you³⁸ permit information to settle in your mind, question it. If it doesn't seem right, sound off and say so. Do I³⁹ make myself clear?"

"Yes, sir, quite clear," Nancy answered. "I'll rewrite the letter, Mr. Dawson."

"Please do. Another thing.⁴⁰ Miss

Carter. Of what are you so afraid?" "I—I don't know," Nancy answered weakly.

A smile broke out on the vice⁴¹ president's face. "At least that's an honest answer. You might have replied that you weren't afraid at all." He cleaned his glasses⁴² with a lens tissue. "Just one more thing and you'll be out of my clutches. Do you consider yourself to be an⁴³ unusually sensitive person?"

Nancy frowned. "I never thought of myself that way."

"Well," Mr. Dawson waved⁴⁴ a hand towards the outer office, "this glamorous friend of yours, the one with the sweet smile and efficient manner—⁴⁵Marsha Van Fleet—seemed quite concerned about your welfare. Thought I was riding you too hard about your work. Afraid it's⁴⁶ upsetting you. Is this true?"

Nancy flushed with anger. "To some degree. Isn't everyone upset by criticism?⁴⁷ But I don't resent it. I want to learn."

"I see. Well, I just thought it interesting that Miss Van Fleet was so⁴⁸ concerned. Quite thoughtful of her." He regarded Nancy with a searching look.

Nancy bit her lip. "Yes, sir. I suppose⁴⁹ it is."

Back at her desk, Nancy kept thinking about the interview. Marsha Van Fleet was obviously trying⁵⁰ to make her look weak and ineffectual. It was almost frightening, Nancy thought. But how was Nancy to prove⁵¹ anything against Marsha without seeming childish?

At noon, Nancy had lunch in the company cafeteria⁵² with Marsha, Murph, and Charlotte Hintner. Her soup tasted odd, but she ate it anyway. With all this worry and⁵³ tension, she would probably need the nourishment.

After lunch, Nancy asked Charlotte Hintner how she was doing. Was⁵⁴ Mr. Dawson objecting to her work, too?

"He has been literally tearing me apart," Charlotte admitted.⁵⁵ "Now I really appreciate my quiet husband. Next to this monster of a genius, Rudy is a gem."⁵⁶

"Oh, well," Nancy yawned, "that's some consolation." She blinked her eyes hard. She had been feeling drowsy all afternoon. Once,⁵⁷ while Mr. Dawson had been dictating a letter, she had had to shudder to keep awake. He had eyed her sharply.⁵⁸

When Nancy returned from the afternoon coffee break, she passed Marsha's desk and noticed a small bottle of sleeping⁵⁹ capsules in Marsha's open purse. Suddenly, Nancy remembered her lunch—and the soup.

Could Marsha have done a⁶⁰ thing like that?

Nancy sank down at her desk, shocked and dazed—and so tired. She was too tired to think, too tired to worry . . . just⁶¹ wanted to get home and take a nap. . . She started to yawn again.

The door to the private office burst

open, and⁶² Emmett Dawson rushed out. His face was reddened with rage as he shouted angrily at Nancy, "You—Miss—whatever⁶³ your name is—come into my office at once!"

Panic seized Nancy. "Oh, no!" she thought. "What have I done now?" (1278)

(To be continued next month)

FLASH READING

THE CAREER LOOK

MARGARET OTTLEY

ARE YOU beginning to think about the job you will be applying for in just a little while? You should, you know.¹ It would be wise to begin thinking about your clothes and whether they are going to be just as right for business² as they are for the classroom.

When you buy a dress or skirt, be sure you decide whether it can be worn on the job.³ And, if you think it will not be just right, try to pick something that will meet both your school and business needs. You will be⁴ anxious to have a fair wardrobe when you start your business career, so you should begin to plan your buying for the⁵ job ahead.

It is very true that what may be in vogue among your classmates might not be in good taste for the job.⁶ You realize what it means to be dressed just right for a special occasion. It will mean just as much for you to⁷ be dressed just right for the job.

A dress with too low a neckline, a sheer top, or a dress that fits a little too snugly⁸ would not be a good choice for business wear. A too-tight or too-full skirt will be on your taboo list. And sweaters⁹ might be, too.

Check on whether your clothes are in good taste or whether they are too eye-catching. If your clothes draw stares, they¹⁰ are not right for business wear.

And give some thought, too, to the shoes you buy. Saddle shoes and loafers are not for you. Though¹¹ a tall girl might wear flats and not be criticized, most girls look better in high heels; and the girls who wear high heels are¹² less likely to shuffle along. You may not get the job you hope for if you drag your feet.

A hat and gloves add the¹³ final touch. You will see lots of girls in kerchiefs, but take a good look at them. Do you think they look at all like the¹⁴ secretaries you see in magazines or in the movies? Far from it.

Try to look like the girls in your¹⁵ secretarial-training books and like all other examples of the model secretary that you see.

Get a head¹⁶ start by beginning to work toward the secretarial look right away. (334)

OGA MEMBERSHIP TEST

An Industrialist Tossed a Coin

Three farm brothers, Bill, Dan, and John Grant, set out early in life to make their way in the world together. They left their¹ native Scotland to start a business in the lush Lancashire valley. Just where to start their business was their first problem.² The three stood on a hilltop, uncertain whether to locate the business in the valley that lay to the east³ or in the equally pleasing valley to the west. But they did not quibble. They quickly tossed a coin, and in the⁴ valley of Ramsbottom began their cotton mill and printworks. It was to become the largest organization⁵ of its kind in the world.

Having the best location was not as important as the valuable quality⁶ of reaching a decision quickly. (126)

JUNIOR OGA TEST

Could Be

A gentleman boarded a double-decker bus to Chicago and sat down near the driver. He talked and talked until¹ the driver tactfully suggested that he go up on the upper deck and enjoy the fresh air. The man² cheerfully complied but a few minutes later came downstairs again.

"What's the matter?" inquired the driver. "Don't you like³ it up there?"

"Yes. Nice view. Nice weather," answered the fellow as he hiccuped. "But it isn't safe—no driver." (79)

IMPORTANT NEW GREGG TITLES

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Serving Business Education Through Publishing

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Report

NEWS SPOTLIGHT

Government Aid to Higher Education Called for

. . . by David L. Patrick, vice-president for academic affairs, the University of Arizona. "We are entering a new era of science and technology," he pointed out last month, "a time of unexampled demands on our knowledge, wisdom, and our skill. . . . The present rate of climb in financial support of higher education, if extended, means inevitable deterioration. We can mass-produce mediocrity and call it higher education, if we are foolish enough to do so. The only alternative is to allocate a much greater share of the state's income to our colleges and universities."

Children who hope to go to college in the next decade face two very unpleasant situations, he said. The first is that the door of opportunity may be slammed in the faces of average boys and girls because their grades are not high enough to win admission to overcrowded colleges. The second, and worse possibility, he said, is that tomorrow's college students "will be crowded into a cheapened and vastly deteriorated program of higher education. There will be no escape from this dilemma unless a much higher share of our national income is assigned to the support of higher education," he said.

Merit Rating for Teachers is Feasible

. . . if seven conditions are fulfilled, according to Howard R. Jones, University of Michigan. These basic conditions are:

1. There must be a basic salary schedule available to all teachers continuing in service, a schedule which is at a professional level and which takes into consideration today's living standards.
2. The instructional staff must be willing to assist in the formulating of merit-rating policies and must be willing to try them on an experimental basis.
3. The factors that define competency must be clearly stated and understood by all parties, together with the procedures to be followed.
4. Everyone must have the opportunity to qualify for a higher salary, with no restriction limiting raises to certain percentage of the teaching force.
5. Merit rating must be part of a larger plan for improving instruction; the focus must be kept on the education of children, with a comprehensive plan fostering in-service growth.
6. Administrators must set aside more time to work with teachers, both to improve the curriculum and to determine ways of appraising the outcomes of instruction.
7. There must be a definite provision for a periodic appraisal of the merit-rating plan, in regard to its effectiveness and to its acceptance by all.

PEOPLE

• Hamden L. Forkner, Sr., professor of education and head of the Department of Business and Vocational Education at Teachers College, Columbia University, received the 1957 John Robert Gregg Award in Business Education at the annual banquet of the National Business Teachers Association in Detroit on December 28. This annual award, supplied by the Gregg Publishing Division, McGraw-Hill Book Company, Inc., includes a citation in testimony of the recipient's contribution to business education and a cash gift of \$500.

In conferring this year's honor on Doctor Forkner, Albert C. Fries, of Chico State College, Chico, California, and chairman of the administrative committee for the Award, read this citation, which is inscribed on a scroll:

"To Hamden L. Forkner, Sr.—For his unselfish devotion in serving the cause of business education over a lifetime as a teacher and administrator in public school, private business school, college, and university; for his role in founding the Future Business Leaders of America, an organization devoted to inspiring young people to prepare for positions of prominence in business; for his notable achievements in developing an outstanding graduate-study program in business education; for his continuing interest in the professional growth of his students, many of whom are today's leaders in business education; for his extensive professional writings in books, magazines, yearbooks, and special monographs; for his invaluable inspiration and leadership to teachers throughout the country through lectures, conference participation, and personal guidance; for his contribution to international understanding through effective leadership in the International Society for Business Education; for his active participation in professional organizations devoted to furthering business education; for his practical-mindedness, his aggressive enthusiasm, his resourcefulness; for his stature as a



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Presentation of 1957 John Robert Gregg Award



THE 1957 GREGG AWARD is presented to Hamden L. Forkner (center) by Albert C. Fries, chairman of the Awards Administration Committee. The presentation was made at the 1957 NBTA convention in Chicago. Looking on is past NBTA president, Milo O. Kirkpatrick.

man of high personal integrity and outstanding character, teacher, counselor, administrator—leader."

Hugh T. Barnes, Barnes School of Commerce, Denver, Colorado, headed the board of selection for the 1957 Award.

Hamden L. Forkner, Sr., was born in Stevensville, Montana, on March 10, 1897. He attended Heald's Business College in Stockton, California, and later taught bookkeeping there. After serving in the U. S. Army in World War I, he returned to Heald's as head of the secretarial department. He later taught at Marysville (California) High School, where he also served in various administrative posts.

In 1925, Doctor Forkner enrolled at the University of California, Berkeley, where he received the B. A. degree in 1929. He was then appointed head of the business department at Castlemont High School in Oakland. In 1932, he was made acting principal of the Merrit School of Business in Oakland, where he developed the first public post-high school business school in the country.

In 1936, Doctor Forkner was granted the M. A. degree in secondary education from the University of California, and in 1937 he was invited to become associate professor of education and head of the Department of Business and Vocational Education at Teachers College, Columbia University. He received the Ph. D. degree in school administration from the University of California in 1939.

Doctor Forkner has participated in a number of important school surveys.

He conducted a special curriculum study for the Commonwealth of Puerto Rico and has made individual curriculum studies in Massachusetts, New Jersey, and New York. He is the founder of the Future Business Leaders of America, now sponsored by the U.B.E.A. He has served as president of the National Council for Business Education, the National Association of Business Teacher Training Institutions (now N.A.B.T.E.), U.B.E.A. (as first president), and the United States chapter of the International Society for Business Education (of which he is a permanent honorary vice-president).

Doctor Forkner is coauthor of two well-known textbooks in business education, *Twentieth Century Bookkeeping and Accounting* and *Correlated Dictation and Transcription*. Other publications include *Developing a Curriculum for Modern Living* and *The American High School* (the eighth yearbook of the John Dewey Society). He was coauthor and editor of *Business Education in the Secondary School*, the first bulletin of the National Association of Secondary School Principals ever to deal exclusively with business education. Doctor Forkner is author of innumerable articles and monographs dealing with business and general education and is author and publisher of *Forkner Alphabet Shorthand*. In recent months, he has undertaken several important educational missions outside the United States.

In his speech of acceptance of the award, Doctor Forkner announced his retirement from his Teachers College post, effective next August. He

will continue, however, to pursue professional, as well as personal, interests.

• Mary Clay Pinkston recently received her Doctor of Education degree from New York University. Her thesis was entitled, "Teacher Education in Relation to Recently Revised Certification Policies and Practices in Tennessee."

Doctor Pinkston is head of the department of business education at Tennessee A. & I. State University, Nashville. She is a member of UBEA, NBTA, NABTE, Pi Omega Pi, and Delta Pi Epsilon. She is adviser at Tennessee A. & I. to chapters of the two scholastic fraternities.

GROUPS

• The National Association for Business Teacher Education will hold its annual convention at the Conrad Hilton Hotel, Chicago, February 20 to 22. Related programs will be conducted at the same time by the U.S. chapter of the International Society for Business Education, the UBEA Research Foundation for Business Education, and the administrators division of UBEA.

Keynote speaker will be Paul S. Lomax, professor emeritus of New York University and currently consultant in business education for Southern Illinois University, Carbondale. Program chairmen are John Binnion, University of Denver, and Gerald Porter, University of Oklahoma, Norman. Presiding at the convention will be John L. Rowe, president of NABTE.

Highlight of the program will be eight group conferences, which will discuss "Better Programs for Business Teacher Education," the convention theme. These special conferences will be as follows:

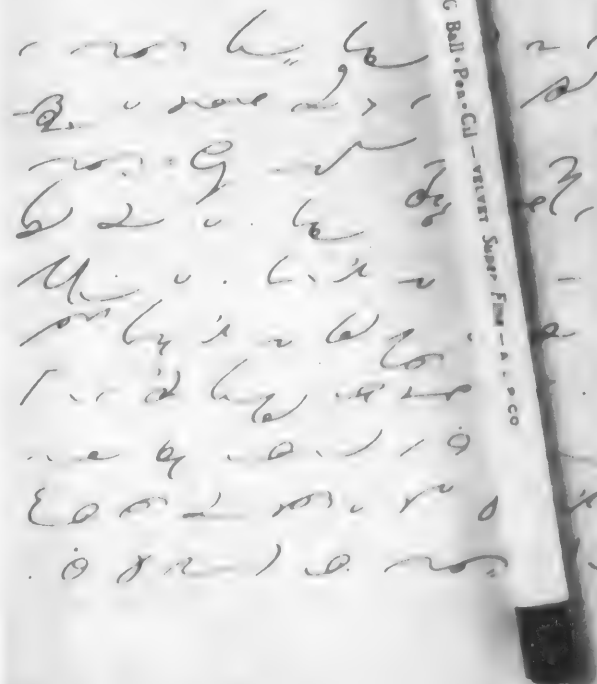
I. Programs in University Schools and Colleges of Business Administration: chairman, Robert A. Lowry, Oklahoma State University, Stillwater; consultant, Theodore Yerian, Oregon State College, Corvallis.

II. Programs in University Schools and Colleges of Education: chairman, Helen Reynolds, New York University; consultant, Hamden L. Forkner, Columbia University, New York City.

III. Programs in Liberal Arts Colleges: chairman, Sister Catherine Francis, C.S.C., Archbishop Cushing College, Brookline, Massachusetts; consultant, James Meehan, Hunter College, New York City.

IV. Programs in Colleges for

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1958 EBTA Executive Board



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Administration: Thomas LeGuern, Dedham High School.

Banquet: Stuart Dunbar, Brookline High School.

Church: Edward J. O'Callahan, The Wyndham School, Boston.

Good-will ambassadors: colleges, Francis G. Lee, Boston College, School of Business Administration; private schools, Parker J. Dexter, Fisher Junior College, Boston; public schools, Helen F. Burns, Dorchester High School; and teachers colleges, Bruce F. Jeffery, Salem Teachers College.

Hospitality: Antonette E. DiLoreto, Boston College, School of Education.

Printing: Louis Musco, Air Age Schools, Boston.

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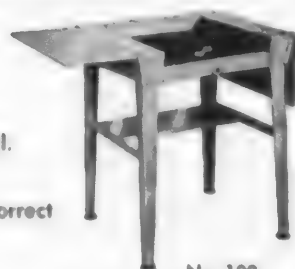
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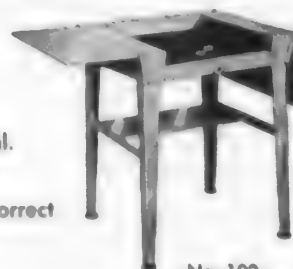
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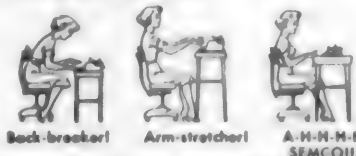
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School; vice-president, Herbert Suelzle, Edgely High School; secretary, Jean Solberg, Rugby High School; and treasurer, Pearl Stusrud, State Teachers College, Minot. Norris Jensen was named delegate to the UBEA representative assembly for the Mountain-Plains region.

• The Co-operative Education section of the North Dakota Education Association was reactivated in October. Officers are: president, Jean Jacobson, Grafton High School; president-elect, Mabel Hartje, Jamestown High School; and secretary, Dorothy L. Travis, Central H. S., Grand Forks.

SCHOOLS

• Teachers College, Columbia University, is offering a work-study program in its business-education department. The program will allow business teachers or prospective business teachers who wish to earn an advanced degree to take eight credits of graduate work each semester free of tuition.

Full-time secretarial and general

office jobs are available in professorial and administrative offices to qualified business teachers. Further information may be obtained from Mary Ellen Oliverio, Department of Business Education, Teachers College, Columbia University, New York 27.

GENERAL

• The 1958 Directory of College Graduates available for Business Personnel has been released by Alpha Kappa Psi, national business fraternity. The directory contains a selected list of 136 qualified graduates with majors in the fields of accounting, administration, finance, management, marketing, sales, and other fields of business. Photographs and brief factual biographies are provided for each graduate.

The 1958 directory is the seventh to be issued by the organization. Copies may be obtained by writing on a business letterhead to Alpha Kappa Psi Fraternity, 111 East 38 Street, Indianapolis 5, Indiana.

Convention

CALENDAR

WHEN	WHAT	WHERE
Feb. 3	Boston Commercial Council	Boston
20-22	NATIONAL ASSOCIATION FOR BUSINESS TEACHER EDUCATION	Chicago
27-M.1	ILLINOIS Business Education Assn.	Conrad Hilton Hotel St. Louis, Mo.
March 8	NEW ENGLAND Catholic BEA	Concord, Mass.
14-15	VIRGINIA Business Education Assn.	Roanoke
19-22	GEORGIA Education Association	Atlanta
19-21	MISSISSIPPI Education Association	Jackson
20-22	NORTH CAROLINA Education Assn.	Asheville
20-21	OREGON Education Association	Portland
20-21	SOUTH CAROLINA Education Assn.	Columbia
21-22	MICHIGAN Business Education Assn.	Saginaw
28	SOUTHERN ILLINOIS Business Education Assn.	Carbondale
29-31	WESTERN BUSINESS EDUCATION ASSOCIATION & California Business Education Assn.	Asilomar, Pacific Grove
April 3-5	EASTERN BUSINESS TEACHER ASSOCIATION	Boston
8-9	CATHOLIC BEA	Hotel Statler Philadelphia
9-11	KENTUCKY Education Association	Louisville
10-11	TENNESSEE Education Association	Memphis
12	KANSAS BE Spring Conference	Emporia
18-19	OHIO Business Teachers Association	Toledo
June 19-21	MOUNTAIN-PLAINS BUSINESS EDUCATION ASSOCIATION	Rapid City, S.D. Sheraton-Johnson H.



THE 1958 SBEA EXECUTIVE BOARD pauses for its annual photo at the conclusion of the Louisville convention in November. Rear row (left to right): Harry Huffman, past president; Theodore Woodward, president; Hulda Erath, second vice-president; Vernon Anderson, treasurer; and Z. S. Dickerson, first vice-president. Front row (l to r): Mrs. Ethel Hart, membership chairman; Mrs. Ruth Carter, Arkansas representative; Mrs. Evelyn Gullledge, Alabama representative; and Eleanor Patrick, secretary.

through the camera eye

THE ILLINOIS BEA will hold its annual convention in St. Louis, Missouri, from February 27 to March 1. Program chairman is first vice-president Gladys Bahr (below, front row, left). Other 1957-58 officers are: (front row) Harves Rahe, president, and Clela Whitacre, second vice-president; (rear row) Ralph Mason (left), treasurer, and Herbert Ross, secretary.



DELTA PI EPSILON national officers are shown following the recent National Council meeting held at Indianapolis, Indiana, in November. Front row (left to right): Frances Saunders, secretary; Dorothy Veon, president; and Irene Place, historian. Rear row (left to right): Theodore Woodward, past president; and Frank Herndon, vice-president. Not shown are John Binnion, treasurer, and Ruth Anderson, executive secretary.



New Business Equipment

New Foreign Typewriter

A Swedish-made typewriter has recently been introduced to the American market by Facit, Inc. The new machine, designed by Count Sigvard Bernadotte, features improved touch control, an ultra-light carriage, and "lightning-fast" type-bar return. A



"multimatic tabulator" that "memo-rizes" up to 20 pre-set stops, is controlled by a single lever. The machine also features a special key-jam release that instantly clears all keys that accidentally bunch together. Other features include half-spacing, for greater flexibility in spacing, and a built-in sound-absorbing, rubber-base cushion that grips the desk surface.

The new typewriter is priced at \$197.50. For further information, write to Facit at 404 Fourth Avenue, New York 16, or to 235 Montgomery Street, San Francisco, California.

Index Your Magnetic Tape

A new product allows users of tape recorders to index their tapes as easily as they apply a postage stamp. One simply presses Tape-Idx to the exact spot one wants to mark on the magnetic tape, and the tab adheres immediately. Tabs are numbered and colored and can be removed later. Tape-Idx is manufactured by the Datrel Company, 520 Fifth Avenue, New York 26.

Inexpensive Tape Splicer

The Gibson Girl "Hobbyist" tape splicer—retailed at \$1.75—makes the splice with the famous narrow indented waist. The Hobbyist H-4 unit consists of a tape alignment guide, with self-stick adhesive, and a special curved blade that is similar in appearance to a single-edge razor blade.

Tape is placed in the tape guide in overlapping position. The blade is pressed down to cut a diagonal butt in the tapes, splicing tape is applied, and the blade is again used to trim

the splicing tape and the recording tape with the same indented dimensions.

For further information, write to Robins Industries Corporation, Bay-side 61, N. Y.

Two Electric Staplers

Two new staplers announced by the Staplex Company, Brooklyn, New York, are designed to simplify operation.

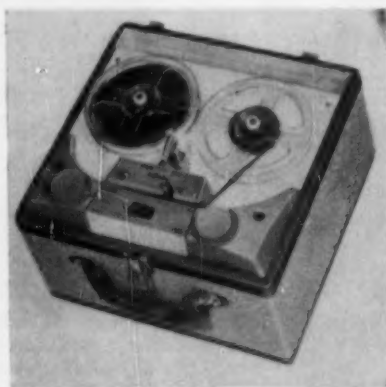
The model S-88 offers "pop-out loading." The operator touches a button at the rear of the machine, and the staple track pops out of the front. New staples are dropped into the track, and the operator resumes stapling immediately. The touch of the paper activates the stapling mechanism. There is no motor, and the machine uses electricity only when the machine is activated. The machine weighs 7 pounds and operates on AC current.

The SE-77 "Golden Touch" drives a staple at the touch of a finger on a golden staple bar at the front of the unit. Staples are loaded into the front of the machine. The electric machine operates on a single solenoid rather than a motor. It is the lowest priced stapler yet marketed by Staplex. It operates on AC current and weighs 7 pounds.

Lightweight Tape Recorder

A new two-speed tape recorder with simple push-button speed-change control has been introduced by Teletron Corporation, 35-16 37 St., Long Island City, N.Y. The recorder, Model 1960, weighs less than 15 pounds and is priced at \$79.95.

Speeds of 3¾ inches per second and 7½ inches per second are avail-



able. Features include dual-track recording, control to prevent accidental erase, a 6-inch speaker, and a

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Merriam, G & C. Co.	46
National Cash Register Co.	Cover 4
Remington Rand	8
Semco Sales	45
Smith-Corona Inc.	Cover 3
Tusco Seating Company, Inc.	42
Underwood Corporation	Cover 2
University of Southern California	42
Venus Pen and Pencil Corp.	43

record-level indicator. Included also are a microphone, one hour of tape, and a take-up reel.

Portable Adding Machine

A low-priced portable adding machine with direct subtraction has been announced by the R. C. Allen Business Machines, Inc., 678 Front Ave. N.W., Grand Rapids, Michigan. This



new Ajax 605 has a listing capacity of \$999.99 and a totaling capacity of \$9999.99. It is hand-operated.

The machine permits adding, listing, subtracting, and multiplying. Visible answer dials show an accumulated total figure at all times. Other features include an automatic clear signal on the first item entered, a transparent paper knife, and odd-numbered keys made more concave for touch identification.

New Products at a Glance

• Contoura-Matic: smallest and lightest photocopier on the market. Fifteen inches wide, 6 inches deep. Plastic cartridge contains premixed processing liquid, which is poured in and out of machine automatically. Made by F. G. Ludwig, Inc., Old Saybrook, Conn.



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